Unit 10: Basketball

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **Week 26**
Length: **3 Weeks**
Status: **Published**

Unit Overview

In this unit, the students will learn the basic skills of basketball and play in modified, competitive game situations where the foundations of good sportsmanship and positive social interaction will be emphasized. Students will learn the basic rules, key terms, boundaries of the court, and positions associated with basketball. Skills will be enhanced from prior year.

Standards

HPE.2.5.2.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.2.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
HPE.2.5.2.A.4	Correct movement errors in response to feedback.
HPE.2.5.2.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.2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
HPE.2.5.2.B.2	Explain the difference between offense and defense.
HPE.2.5.2.B.3	Determine how attitude impacts physical performance.
HPE.2.5.2.B.4	Demonstrate strategies that enable team and group members to achieve goals.
HPE.2.5.2.B.CS1	Teamwork consists of effective communication and other interactions between team members.
HPE.2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.
HPE.2.5.2.C.2	Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.
HPE.2.5.2.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.2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.
HPE.2.6.2.A.2	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
HPE.2.6.2.A.CS1	Appropriate types and amounts of physical activity enhance personal health.

Essential Questions

1. How can basketball improve fitness?

2. Why are sportsmanship and being a good teammate important skills in basketball and in life?
3. How does cooperation help with the success of the game?

Application of Knowledge and Skills...

Students will know that...

- the basics of basketball, including: dribbling, shooting, and passing.
- the different forms of teamwork that are used in basketball.

Students will be able to...

- Explain the importance of playing together as a team.
- B. Define key terms and explain the rules of basketball.
- C. Apply basketball-related skills in a game situation.

Assessments

- Basketball pre-assessment: Students will be pre-assessed on how well they can dribble, pass, and shoot a basketball. 2.5.2.A.1 2.5.2.A.2 2.5.2.A.4 2.5.2.B.1 2.5.2.B.2 2.5.2.B.3 2.5.2.B.4 2.5.2.C.1 2.5.2.C.2 2.6.2.A.1 2.6.2.A.2
- Skills Performance: Students will be assessed on their ability to execute basketball-related skills: to move to open spaces, to obey the rules, and to respond to teacher feedback. 2.5.2.A.1 2.5.2.A.4 2.5.2.B.1 2.5.2.B.2 2.5.2.B.3 2.5.2.B.4 2.5.2.C.2 2.6.2.A.1 2.6.2.A.2
- Basketball Team Test: Students will be evaluated on dribbling, passing, and shooting in a game situation thrugh the use of a performance rubric. 2.5.2.A.1 2.5.2.A.2 2.5.2.A.4 2.5.2.B.1 2.5.2.B.2 2.5.2.B.3 2.5.2.B.4 2.5.2.C.1 2.5.2.C.2 2.6.2.A.1 2.6.2.A.2

Activities

- Dribbling Drills: Students will maneuver through cones, dribble with different hands, and hand off the ball to a partner.
- Passing Drills: Students will work individually, in pairs, and in groups to perfect the art of the chest, bounce, and side-bounce passes.
- Individual, small group, and team shooting drills: Drills designed to increase accuracy and basketball prowess. Students will shoot from designated spots using glass and swish shots to make baskets. Hand placement on the ball will be emphasized.
- Lead-up Games: Students will play in stations: Dribble Tag, Make It & Take It, Ultimate Basketball,

and Sideline Basketball.

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:
  - The students who require support will be provided individualized coaching by the teacher during practice and game play.
  - Smaller basketballs will be used for the less-experienced players.
  - The height of the rim will be adjusted.
  - The distance between players may be reduced to allow for a higher success rate for passing and dribbling.

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: passing, dribbling, shooting

Differentiation to extend learning for gifted students may include:

- The students who excel will be challenged to use both hands on the basketball.

Integrated/Cross-Disciplinary Instruction

- Mathematics connection: Students will count passes and baskets.

Resources

- PEcentral.org
- Teachphysed.com
- Teacher-created handouts, activities, and lessons
- The Physical Educator's Big Book of Sport Lead Up Games by Guy Bailey
- www.coachesclipboard.net
- 40 basketballs

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.