Unit 09: Basketball

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **Week 23**
Length: **3 Weeks**
Status: **Published**

Unit Overview

In this unit, the students will learn/enhance the skills related to basketball through competitive game situations where the foundations of good sportsmanship and positive social interaction are emphasized and practiced. Students will learn the basic rules, key terms, boundaries of the court, and player positions associated with basketball. Emphasis will be placed on teamwork.

Standards

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. What is the purpose of rules for play in the game of basketball?
2. How can basketball improve fitness?
3. Why is sportsmanship and being a good team mate important skills in basketball and in life?

Application of Knowledge and Skills...

Students will know that...

- basic basketball terminology: dribble, bounce pass, jump shot, lay-up, rebound.
- that sportsmanship and teamwork are important life skills
- that strategies, as well as skills, are needed to play a basketball game.
- the rules of a standard basketball game.

Students will be able to...

- A. Describe the importance of running to open spaces to receive passes.
- B. Play lead-up games to build offensive and defensive strategies.
- C. Apply basketball-related skills in a game situation.

Assessments

• Basketball Pre-Assessment - Diagnostic: Instructional/Assessment Focus - Students will be given a performance assessment on dribbling, passing, and shooting 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

• Basketball Team Test - Summative: Exhibition - In a game situation, students will be assessed on dribbling, passing, and shooting. 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 - Summative: Running Record - Students will be assessed on their ability to perform various basketball skills; to move to open spaces; and to obey the rules for playing a basketball game. 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

Activities

- Dribbling Drills: Students will maneuver and dribble with different hands and will hand off the ball to a partner.
- Passing Drills: Students will practice the chest, bounce, and side-bounce passes.

- Lead-up Games: 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.
- Students who are able will be challenged to use their non-dominant hand for all dribbling and shooting activities.

Integrated/Cross-Disciplinary Instruction

- Mathematics connection: keeping score; counting passes and dribbles
- 21st Century Skills connection: teamwork; cooperation; leadership

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
- 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.