Unit 1: Basketball

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Comprehensive Health/Physical Education Grade 8

Basketball

Belleville Board of Education

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Board Approved:

Unit Overview

Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.

- Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.
- Implementing effective offensive, defensive, and cooperative strategies is necessary for all players to be successful in game situations
- Understand basic skills and cognitive concepts that will enable them to participate in basketball activities.

Enduring Understanding

- Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.
- Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.
- Implementing effective offensive, defensive, and cooperative strategies is necessary for all players to be successful in game situations
- Understand basic skills and cognitive concepts that will enable them to participate in basketball activities

Essential Questions

- What are the rules, skills, and game strategies involved in basketball?
- How do teamwork and sportsmanship affect game play?
- How does participation in basketball improve physical fitness?
- Why is it important to develop your dribbling, passing, and shooting skills when learning to play basketball?
- How does a fast break allow the offense to by-pass the defense quickly?

- What are commonly used offensive and defensive strategies and how can you use those during game play?

Exit Skills

- Explain and demonstrate the transition of movement skills from isolated settings into applied settings
- Apply the concepts of force and motion to impact performance
- Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style
- Detect, analyze, and correct errors and apply to refine movement skills
- Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings
- Assess the effectiveness of specific mental strategies applied to improve performance
- Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement
- Assess player behavior for evidence of sportsmanship in individual, small - group, and team activities
- Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small – group, and team activities
- Analyze the impact of different world cultures on present - day games, sports, and dance.

New Jersey Student Learning Standards (NJSLS-S)

2.1.8	Personal and Mental Health
2.1.8.CHSS	Community Health Services and Support
	Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.
2.1.8.CHSS.7	Collaborate with other students to develop a strategy to address health issues related to climate change.
2.2.8.MSC.1	Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
2.2.8.MSC.6	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
2.2.8.LF.1	Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
2.2.8.LF.2	Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one’s lifetime.
2.2.8.LF.3	Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
2.2.8.LF.4	Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
2.2.8.LF.5	Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.

Interdisciplinary Connections

Mastery of key subjects and 21st century themes is essential for all students in the 21st century.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography

- History
- Government and Civics

LA.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Learning Objectives

- Students will be able to demonstrate knowledge of the rules and regulations of basketball.
- Students will be able to demonstrate knowledge of the player positions on a basketball court (center, guard, forward)
- Students will be able to utilize offensive and defensive strategies – shifting, boxing out, double teaming – in modified and game situations.
- Students will be able to play man-to-man defense with a team in a game situation.
- Students will be able to work with a team to score using various offensive strategies.

Effective Learning Objectives Used in Lesson Planning:

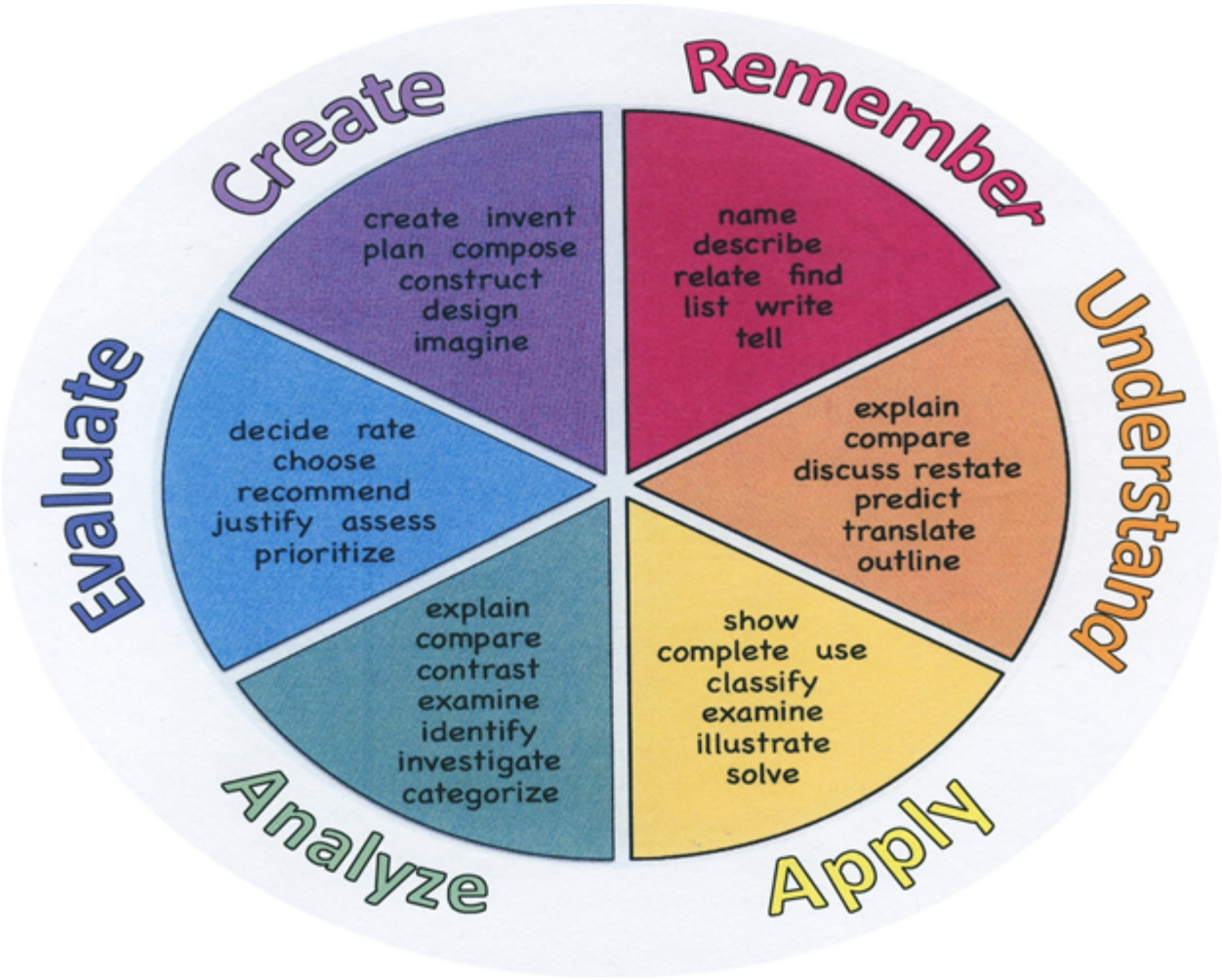
- Begin with an action verb from one or more of Bloom's Taxonomy castegories listed below;
- Are measurable and/or observable, using action verbs, such as "differentiate," "classify," "justify;"
- Are not vague or passive verbs, such as "understand," "remember;"
- Increase the use of of verbs from Bloom's Taxonomy's higher order thinking categories, including **Analyze** and **Evaluate**
- Construct authentic learning activities and assessments that are derived from the Bloom's Taxonomy category - **Create**
- Minimize the use of lower order thinking categories - Remember and Understand.

Examples:

- **Identify** nutrients found in common food sources using the product's nutrition label;
- Use computer dietary analysis to assess a 2-day dietary intake and **categorize** the results;
- **Research** nutrition-related information on the internet and **evaluate** the reliability of the information.

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

Learning Activity: Students should be able to explain the following. Basketball Terms for Ball Handling Skills. Students will work in groups for this activity as a warm up exercise.

- **Circle Waist**: Shift the ball around your waist using both hands as quickly as possible in both clockwise and counterclock wise directions
- **Single leg circles**: Circle the ball around one leg as rapidly as possible, alternating legs, in both clockwise and counter clock wise direction

- **Double leg circle**: Circle the ball around both legs alternating directions
- **Figure eights:** Circle the ball around one leg and then around the other leg in a figure 8 pattern
- **Quick Hands**: Hold the ball between your legs with your right hand behind your legs and left hand in front. Quickly change positions of your hands to catch the ball before it hits the ground. Repeat this

6. TACKLING CLIMATE CHANGE THROUGH CREATIVE PHYSICAL ACTIVITY
Practice climate-related creative physical activity in class, for example, as part of warming up. Ask students to imitate different movements. Discuss what types of movements can be found on the Earth. Inspiration might come from, i.e. tornados, floods, coal power stations, heat engines, wind farms, rainfalls, bicycles, trains, buses, aeroplanes, coalmines, solar radiation etc.

Guidelines for Suggested Activities:

- Includes activities **appropriate & specific** to the development of the Unit;
- Is comprised of the variety of learning activities that will be referenced in lesson plans, constructed/developed and instructionally delivered in the classroom;
- Are authentic;
- Recognizes the learning styles of the students;
- Integrates problem- or project-based learning.

Assessment Evidence - Checking for Understanding (CFU)

By identifying the **Evidence of Student Learning with Checking for Understanding (CFU)** techniques used during the lesson and/or for Closure (Madeline Hunter), please list the variety of means used to access students' learning (e.g. quizzes, tests, academic prompts, observations, homework, journals).

Fist-to-Five or Thumb-Ometer-formative assessment

Unit test-summative assessment

Written report-alternate assessment

Create a Multimedia poster-benchmark assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests

- Web-Based Assessments
- Written Reports

Primary Resources & Materials

- Assortment of Physical Education equipment
- Teacher web–based search engines
- Audio/visual equipment

Basketballs, nets, cones, basketball worksheets, basketball study guide, basketball written exam, basketball skills cues sheet, basketball strategies wall chart, court diagram, basketball word wall, basketball skill test rubric.

Ancillary Resources

Exit Slips
Rubrics
Self Assessment Worksheets

Technology Infusion

Chromebooks

Youtube

Projector

What **Technology Infusion** and/or strategies are integrated into this unit to enhance learning? Please list all hardware, software and strategies. Please find a technology pedagogy wheel for assistance while completing this section.

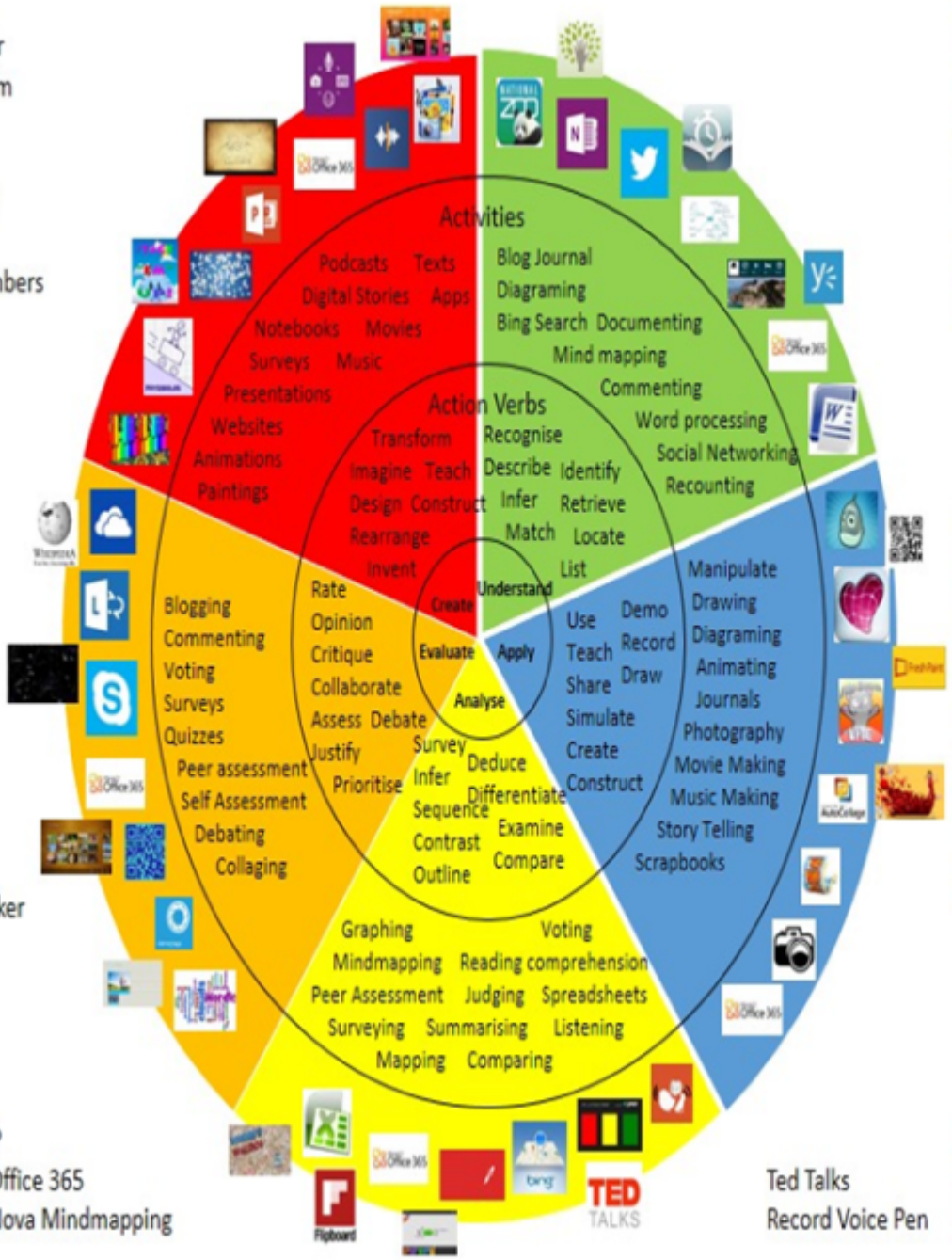
Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker

Where's Waldo?
MS Excel
Flipboard
Office 365
Nova Mindmapping

Ted Talks
Record Voice Pen



Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.

21st Century Skills/Interdisciplinary Themes

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

Media Literacy
Life and career skills
Critical Thinking and problem solving

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy

- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

Health Literacy

Civic Literacy

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Peer groupings

Various Equipment

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text

- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Please identify the **Special Education Learning** adaptations that will be employed in the unit, using the ones identified below.

Peer groupings

Various Equipment

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Please identify the **English Language Learning** adaptations that will be employed in the unit, using the ones identified below.

Peer groupings

Various Equipment

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Please identify Intervention Strategies that will be employed in the unit, using the ones identified below.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test

- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Please identify the **Talented and Gifted** adaptations that will be employed in the unit, using the ones identified below.

Peer groupings

Various Equipment

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Basketball

NJSLS:

See linked standards

Interdisciplinary Connection:

ELA

Statement of Objective:

SWBAT Show Progress in developing basketball control skills
SWBAT Work cooperately with a team to create a ball-handling routine
SWBAT Demonstrate the corect techniques of a partner and provide the partner with feedback
SWBAT Demonstrate the technique for chest pass and one handed pass
SWBAT State two important things to remember about the chest pass and the one handed pass
SWBAT Demonstrate the correct technique for stationary dribbling
SWBAT Work cooperatively with a team to accomplish a goal
SWBAT Demonstrate correct technique for one handed set shot
SWABT Cooperate with a group to accomplish a goal
SWBAT Demonstrate the techniques for the pivot and defensive stance
SWBAT State two important things to about the pivot

Anticipatory Set/Do Now:

Have the students perform the Pivot relay the get their cardiovascular endurance up and get them working together as a team. The Pivot relay allows them to understand the importance of pivoting while playing basketball. It also gets them excited as they are earning points for their team. The Pivot relay gets the students prepared for a life long career in physical education.

Learning Activity:

Basketball Terms for Ball Handling Skills. Students will work in groups for this activity as a warm up exercise.
- **Circle Waist**: Shift the ball around your waist using both hands as quickly as possible in both clockwise and counterclock wise directions
- **Single leg circles**: Circle the ball around one leg as rapidly as possible, alternating legs, in both clockwise and counter clock wise direction
- **Double leg circle**: Circle the ball around both legs alternating directions
- **Figure eights:** Circle the ball around one leg and then around the other leg in a figure 8 pattern
- **Quick Hands**: Hold the ball between your legs with your right hand behind your legs and left hand in front. Quickly change positions of your hands to catch the ball before it hits the ground. Repeat this

Divide the students into groups of 5-10 students.
- Using any of the ball handling skills from the warm up lesson work a group to create a routine
- Practice until each team member in the group can perform the routine
- Help each other so that you can perform the routine without any errors
- In designing the routine different children can perform different skills depending on skills

2. Have the groups design and practice their routines. If there is time, each group can share their routine with the class.

Chest Pass:
Arrange students in groups of 6-10 depending on class size
1 Describe and demonstrate the skills
- We use the chest pass for short distances
- Hold the ball with the your fingers spread , thumbs on the back of the ball, pointed toward each other. Bend your elbows and keep them close to your body.

- With your feet in a forward stride position and weight on your back foot, release the ball with a forward push of both arms. Both of your arms should apply an equal amount of force. Shift your weight foward and snap your wrists as you release the ball
- Follow through by extending your arms toward the receiver
- You should be able receive the ball ar chest level from your partners passes.

2 Have the children practice the chest pass. Cue the students .
- Observe your partner to see if he or she has the elbows bent and close to the body
- Now see if the weight is being shifted forward as the ball is relased.

<u>One Handed Pass</u>

1. Describe and demonstrate the skill:
- We use the one handed pass for long distances
- Begin in a baseball like throwing position with the ball above your shoulder and slightly behind your head
- Place your free arm on the ball for balance
- With the foot opposite of your throwing hand forward, shift your weight to the front foot and push the ball toward the target
- Follow through with your throwing arm.

2. Have students practice the one handed pass with a partner

<u>Follow-the Leader-Dribble</u>

- Break up the students in to groups of 8-10 depending on class size

1. Describe and demonstrate the game:
- The first player chooses a method of dribbling and dribbles around the outside boundaries of the half court. Team members follor the leades.
- The next player selects a method of dribbling and the play keeps going in this way
- Continue till each student has a had a chance to dribble the ball.
- This game works on students fitness and dribbling skills.

<u>Around the</u> World

Place two teams on each basketball basket (six of them). Mark 9 different shooting positions with tape or hula hoops.

1. Describe and demonstrate the game
- The object of the game is to see which team can have the most team members make atleast one shot from any position.
- Each Person can practice at any of the positions, shooting until he or she makes a basket. Work together on your team to decide where each player will shoot from.
- The first team that has all players succeed wins, and your increase difficulty of the shot and start a new game.
- Really need to work as a team to figure out which team members can shoot at each shot.

Student Assessment/CFU's:

Student self Assessment

Materials:

Cones, Basketballs, Lg Foam balls, Tape to mark of lines in the gym.

21st Century Themes and Skills:

Differentiation/Modifications:

Student Groupings

Integration of Technology:

Students will use chromebooks to research African American Basketball Players.

2.2.8.MSC.1	Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
2.2.8.MSC.4	Analyze, and correct movements and apply to refine movement skills.
2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.