March Basketball

Content Area: **P.E.**
Course(s):
Time Period: **March**
Length: **4-5 Weeks**
Status: **Published**

Unit Overview

This unit teaches the vocabulary terms and skills needed to play the game of basketball.

Enduring Understandings

Lifelong fitness is a goal that is achieved by developing skills that allow us to engage in a variety of sports in a safe and enjoyable manner.

Essential Questions

What are the vocabulary terms in basketball a person must know in order to play the game?

What are the rules for playing basketball?

How do you play basketball safely?

Instructional Strategies & Learning Activities

Skills Covered:

A. Passing: Chest pass, Bounce pass, Overhead pass
B. Dribbling: Right, Left, Cross over, Between the legs
C. Shooting: Lay-ups, Jump shot, foul shots, pump fakes
D. Defense: Footwork, hand/arm placement
E. Offense moving without the ball: Screens, rebounds.

Lesson 1:

Objective: 1. Students will participate in skill practice(dribbling, passing, shooting, defense)

Activity:

Teachers will review skills of basketball like dribbling, shooting, passing and defensive play.

Students will break off into groups and go to skill stations.

Stations:
Dribbling(R,L, CO, between the legs)
Bounce pass: add defense after 10 successful passes
Chest pass: add defense after 10 successful passes
Lay-up: two-lines lay-up drill
Free shot: Students take shot from where they want on the court

Differentiation: Use different size balls

Assessment: Guided practice, following instructions, being prepared for class.

Lesson 2:

8th Grade

Objectives: 1. Students will learn rules specific to the basketball unit.
2. Students will learn their teams and complete their team cards.

Activity: Basketball Teams
Teachers will go over the rules of basketball and address the new boundaries for the basketball unit. Students will ask any questions they have about the rules.
Students will be put into teams and will come up with a team name, captain, co-captains, scorekeepers. If time allows, let students practice with teams.

Differentiation: Give extra time

Assessment: Completed cards

Lesson 3-8:

Objectives: 1. Students will participate in games using the skills they learned in previous classes(dribbling,shooting, passing, defense.)

Basketball Games

Before each game for each day, the teachers will go over different strategies to be used in the game of basketball. Topics include, defensive strategy, moving without the ball, pump fakes, screens, and rebounds

Students will get into their assigned teams and decide which team they would like to play. Students will make proper substitutions and start their basketball games. Each player must get a chance to pass the ball into play before repeating to make sure everybody gets involved. Every time a basket is scored or the ball goes out of bounds, substitutions will be made. Baskets will be scored as 1 point each and games will go to 3. When the game is complete, students will write down the score on their team's stat card.

Differentiation: Use different size balls

Assessment: Guided practice, completion of scorecard, following instructions, being prepared.

Lesson 9:

Basketball Written Test

Integration of Career Readiness, Life Literacies and Key Skills

Students choose various responsibilities for the game play and record accordingly. Students must exhibit responsibilities of safe environment, care for equipment, and cooperative skills to safely and fairly participate in game play.

9.4.5.CI	Creativity and Innovation
9.2.5.CAP	Career Awareness and Planning
	Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.2	Identify how you might like to earn an income.
	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

9.4.5.CT	Critical Thinking and Problem-solving
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Technology and Design Integration

Video streaming of appropriate techniques and skills for indvidual and team participation in the game of basketball.

Interdisciplinary Connections

Students will be introduced to sport specific terminology and be able to demonstrate accurate use of vocabulary terms in a summative assessment and express appropriate use of terms during play.

LA.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
LA.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Choices will be offered for students to match skill set and confidence levels with positions played.

Students may also elect to have more responsibility and leadership roles with their teams.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

Physical and learning accommodations based on individual 504 and IEP's will be closely monitored.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

Additional Benchmarks used in this unit:

Various skills assessments and observing appropriate skills and techniques during game play will be used.

Formative Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

Additional Benchmarks used in this unit:

Skills assessments, teacher observation, student self-assessment, peer assessment will be used to support development of basketball techniques and strategies.

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Written unit test.

Instructional Materials

Basketball gym equipment as required.

Standards

	Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).
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.2	Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
2.2.8.MSC.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).
	Feedback from others and self-assessment impacts performance of movement skills and concepts.
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.

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.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity.
	Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.
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.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.