

UNIT: **Basketball**

TIME FRAME: **4 weeks**

TEACHER: **2-5 Physical Education Teachers**

Unit Summary and Rationale: (Outlines the components of the unit and the reasoning for their inclusion):

Basic Game – modification of skills associated with basketball.

Basketball- terminology, rules, scoring and teamwork.

Demonstration – keywords; visual cues.

Unit Connection College and Career Ready Descriptions: Teachers will select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.

× Students will demonstrate independence.

× Students will value evidence.

× Students will critique as well as comprehend.

☐ Students will develop an understanding of other perspectives and cultures.

× Students will build strong content knowledge.

☐ Students will respond to the varying demands of audience, task, and discipline.

☐ Students will use technology and digital media strategically and capably.

Unit Standards: Teachers should list the standards to be addressed within the unit.

Content/Skills	Reading	Writing
<ol style="list-style-type: none">1. Personal Health and Fitness2. A safe and healthy environment3. Resource Management	<ol style="list-style-type: none">1. CCR.1 – Rules of the game2. CCR.3 – Game play/ skill3. CCR.6 – use skills in game situations	<ol style="list-style-type: none">1. CCR.1 – Listening2. CCR.5 – Strengthen skills for application3. CCR. 7 – Research to show understanding of sport

Essential Questions: *Essential questions center around major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond who, what and where. They need to lead to the how and why.*

Can you perform the skills and apply the rules and violations needed to play basketball?

Big Ideas: *These are what students will discover as a result of instruction and learning activities. They are the main ideas of the learning, the conclusions, or the generalizations. Big Ideas should be open-ended and apply to more than one area of study.*

**Basketball skills can be applied in various games (drills, low organized games and regulation games).
Athletic achievement and academic success.**

Learning Tasks: <i>Teachers list the various tasks students will engage in throughout the unit.</i>		
<div>Reading Tasks</div> <div>1. Task cards (visual cues) dribble, pass and shoot. 2. Key words, rules and violations 3. Teamwork 4. Positional play</div>	<div>Writing Tasks</div> <div>1. Score Recording 2. Skills Test</div>	
Assessments: <i>List types of assessments that will be used throughout the course of the unit.</i> <i>*If you do not have assessments for this unit, they should be created before moving on to the lesson design*</i>		
DIAGNOSTIC	FORMATIVE	SUMMATIVE
Right/Left Footwork Musclar strength Pre- test	Verbal on task analysis Checklist	Game play (2 – 5) Basketball Rubric
Text(s) Selections <i>(generated by (?) both teacher and student)</i> <i>Teachers will list the genres/titles for study:</i> 2 nd through 5 th grade activities Books, illustrations, internet information, videos		
Notes: Modification of skills for students with various abilities.		