Unit: Basketball Week#: \_\_1\_\_

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| **STANDARDS OF LEARNING: PHYSICAL EDUCATION**1. Demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. **(Motor Skill Development)**
2. Apply knowledge of the structures and functions of the body and how they relate to and are affected by human movement to learning and developing motor skills and specialized movement forms. **(Anatomical Basis of Movement)**
3. Achieve and maintain a health-enhancing level of personal fitness. **(Fitness Planning)**
4. Demonstrate the aptitude, attitude, and skills to lead responsible, fulfilling, and respectful lives. **(Social Development)**
5. Explain the importance of energy balance and nutritional needs of the body to maintain optimal health and prevent chronic disease. **(Energy Balance)**
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WEEK 1 of UNIT

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| **DAY 1****Focus:**  | **DAY 2****Focus:**  | **DAY 3****Focus:**  | **DAY 4****Focus:**  |
| **Learning Target:**Stationary Bounce and Catch | **Learning Target:**Stationary Dribbling  | **Learning Target:**Dribbling While Moving  | **Learning Target:**Bounce Pass |
| **Materials*** 25 Polyspots, 25 Playground Balls, 25 Basketballs, 25 Hula Hoops
 | **Materials*** 25 Polyspots, 25 Playground Balls, 25 Basketballs, 25 Hula Hoops, Latex Free Balloon with Weight, Velcro Tether
 | **Materials*** 16 Cones, 40 Polyspots, 8 Playground Balls, 8 Basketballs, Fitness and Nutrition Cards, 25 Hula Hoops, Latex Free Balloon, Velcro Tether
 | **Materials:*** 25 Playground Balls, 25 Basketballs, 25 Polyspots, 15 Hula Hoops, 10 Visual Picture Targets, 5 Large Garbage Bins, 3 Laundry Baskets
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| **Activity #1:** * Students will sit on their polyspots and work on a seated bounce and catch. Students will be allowed to choose between a playground ball and a basketball.

**Modifications:** -Students can be given a hula hoop to sit in to provide a visual boundary.  | **Activity #1:*** Review of stationary standing bounce and catch. Students will be given time to practice individually in personal space.

**Modifications:** -Students can be given a hula hoop to stand in to provide a visual boundary. -For students who are in a wheelchair, they can remain seated on floor, can participate from a chair, or participate from their wheelchair.  | **Activity #1:*** Review of stationary dribbling with one hand. Students will be given time to practice individually in personal space.

 **Modifications:**  -Students can be given a hula hoop  to stand in to provide a visual  boundary.  -Students can continue to work on  a stationary bounce and catch. -Students can continue to work on a two-handed dribble. -Students can focus only on dribbling with their dominant hand.--For students who are in a wheelchair, they could practice with a latex free balloon tied to a weight on the floor, on the side of their chair, or use a balloon or light ball that is attached to a tether around their wrist (to work on pushing balloon/ball down towards the ground repetitively) | **Activity #1:*** Students will be introduced to the bounce pass by practicing individually. They will complete the pass to the wall. There will be a polyspot set up on the floor halfway between them and the wall, to provide them with a reference point for where to bounce the ball.
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| **Activity #2:*** Students will kneel on their polyspots and work on bouncing and catching a ball. Students will be allowed to choose between a playground ball and a basketball.

**Modifications:** -Students can be given a hula hoop to kneel in to provide a visual boundary. -For students who are in a wheelchair, they can remain seated on floor, can participate from a chair, or participate from their wheelchair.  | **Activity #2:*** Have students work on completing consecutive dribbling with two hands. Students can be given some time to practice the skill. They can then participate in a variety of challenges:

 -how many consecutive bounces  they can complete -try to beat their previous number  of consecutive bounces -give them 1 minute and see how  many consecutive bounces they  can complete in that time -try to beat their previous number  of consecutive bounces in 1  minute **Modifications:**  -Students can be given a hula hoop  to stand in to provide a visual  boundary.  -Students can continue to work on  a stationary bounce and catch.  -For students who are in a  wheelchair, they could practice  consecutive dribbling from a  seated position on the floor or  sitting on a folded mat on the  floor.  | **Activity #2:*** Students will be broken up into groups of 3. They will be completing a dribbling relay in which they will also be working to build a MyPlate as a team. When it is their turn to go, they will dribble down and back with their dominant hand. Across the width of the gym, there will be fitness and nutrition cards laid out on the floor. They will take one card from each pile and bring them back to their team. Once back to their starting point, the next person in line will go and the other two team members will place their nutrition card on the appropriate location on their plate and then complete the exercise from the card that they chose until the person returns with new cards.

**Extensions:** -Place polyspots out in the gym and have the students weave in and out of the polyspots as they move down the width of the court. -Have students practice going down and back with their non-dominant hand. **Modifications:** **-**Students can work on a bounce and catch. They could bounce and catch on a polyspot and then carry the ball to the next spot and repeat. **-**Students could dribble the ball with two hands while moving forward. **-**Students who are using a wheelchair could follow wheelchair basketball rules: dribble the ball, push their chair twice, dribble again. They could also use the Velcro tether ball to keep the ball close to their working space while moving down the width of the gym.  | **Activity #2:*** Students will continue to work on the bounce pass, but will work with a partner. They will stand about 10 feet apart and pass back and forth.

**Extensions:** **-**Students can work on passing from 15 feet if they are successful in working from this distance.  |
| **Activity #3:*** Students will stand on their polyspots and work on bouncing and catching a ball from a stationary position. Students will be allowed to choose between a playground ball and a basketball.

**Modifications:** -Students can be given a hula hoop to stand in to provide a visual boundary. -For students who are in a wheelchair, they can remain seated on floor, can participate from a chair, or participate from their wheelchair.  | **Activity #3:*** Have students work on completing consecutive dribbling with one hand. Students can be given some time to practice in a variety of challenges:

**-**dominant hand- how many consecutive bounces they can complete**-**try to beat their previous number of consecutive bounces**-**non-dominant hand- how many consecutive bounces they can complete**-**try to beat their previous number of consecutive bounces **Modifications:**  -Students can be given a hula hoop  to stand in to provide a visual  boundary.  -Students can continue to work on  a stationary bounce and catch. -Students can continue to work on a two-handed dribble. -Students can focus only on dribbling with their dominant hand. -For students who are in a wheelchair, they could practice with a latex free balloon tied to a weight on the floor, on the side of their chair, or use a balloon or light ball that is attached to a tether around their wrist (to work on pushing balloon/ball down towards the ground repetitively) |  | **Activity #3:*** Students will continue to work on the bounce pass, but will work to refine their accuracy. They will be allowed to move about the gym and bounce pass to a variety of targets that are set up in the gym. Targets can include large garbage bins, hula hoops both on the floor and on the wall, visual picture targets on the wall and laundry baskets.

\*(Students will be assessed by the teacher during this activity on the critical components of the bounce pass and level of assistance they require to demonstrate the components).  |

WEEK 2 of UNIT

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| **DAY 5****Focus:**  | **DAY 6****Focus:**  | **DAY 7****Focus:**  | **DAY 8****Focus:**  |
| **Learning Target:**Chest Pass | **Learning Target** | **Learning Target:** | **Learning Target:** |
| Materials* 25 Playground Balls, 25 Basketballs, 25 Hula Hoops, 25 Polyspots
 | Materials | Materials | Materials |
| **Activity #1:*** Students will be introduced to the chest pass by practicing individually to targets on the wall. There will be hula hoops that are taped up along the wall, approximate chest height for the students in the class.
 | **Activity #1:** | **Activity #1:** | **Activity #1:** |
| **Activity #2:*** Students will continue to work on the chest pass, but will work with a partner. They will stand about 10 feet away and pass the ball back and forth.

**Extensions:** -Students can work on passing from 15 feet if they are successful from this distance.  | **Activity #2:** | **Activity #2:** | **Activity #2:** |
| **Activity #3:*** Students will continue to work on the chest pass, but will work in a group of five. They will stand in a circle and work on chest passing the ball back and forth to their classmates. They will have to decide on an order that they will pass the ball, so that each student only touches the ball one time, before starting again.

\*(Students will be assessed on the critical components of the chest pass and the level of assistance that they require to demonstrate the components). **Extensions:** -If the students are unable to complete a successful pass, they have to start over. -Combine groups so that there are more students working together to accomplish the task. -Include a second ball once the groups become larger, so that the students have to be looking and ready to receive the ball from their partner.  |  |  |  |

Skill #1:\_\_\_\_\_\_\_\_\_Dribbling\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Critical Components**  | **Adapted Critical Components** |
| Athletic Stance | Complete task from a seated position- from wheelchair, chair, or seated position on the floor; Place back to wall to provide additional support and help to maintain balance |
| Use Fingerpads to Contact Ball “Spider Fingers”  | Use fingerpads to contact ball “Spider Fingers”  |
| Keep Ball at Waist Level  | Students will be allowed to push the ball down towards the ground from shoulder height |
| Keep Ball at your Side | Keep Ball at Your Side- Student will be allowed to use a latex free balloon with a weight attached to the bottom on the floor or a Velcro tether ball attached to their wrist to keep the ball near their working space.  |
| Eyes Up  | Allow student to look to ball, visually attend; have student practice facing the wall with a picture of their favorite cartoon character to help keep their eyes up away from the floor |

Skill #2:\_\_\_\_\_\_\_\_\_Bounce Pass\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Critical Components**  | **Adapted Critical Components** |
| Face target | Turn Chair to face target |
| Eyes on target | Eyes on Target |
| Spread Fingers on Ball, Turn Thumbs Down to Ground | Spread Fingers on Ball, Turn Thumbs Down to Ground |
| Elbows Bent and Out to Side | Elbows Bent and Out to Side |
| Bring ball to chest | Bring Ball to Chest |
| Step forward towards target | Extend arms and push ball down to the ground halfway to target |
| Extend arms and push ball down to the ground halfway to target |  |

Skill #3:\_\_\_\_\_\_\_\_\_\_\_Chest Pass\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Critical Components**  | **Adapted Critical Components** |
| Face target | Turn chair to face target |
| Eyes on target | Eyes on target |
| Spread Fingers on Ball, Turn Thumbs Down to Ground | Spread Fingers on Ball, Turn Thumbs Down to Ground |
| Elbows Bent and Out to Side  | Elbows Bent and Out to Side |
| Bring Ball to Chest | Bring Ball to Chest |
| Step forward towards target  | Extend arms and push to target/partner’s chest |
| Extend arms and push to target/partner’s chest |  |

**Assessment for one of the three skills:**

How will you know if your student met the learning target? This assessment can be a checklist, self-assessment, peer-assessment, etc.

**Chest Pass Rubric**

 Independently Verbal Physical Demo Physical

 Prompt Prompt Assistance

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|  |   |  |  |  |  |
| Turn chair to face target |  |  |  |  |  |
| Eyes on target |  |  |  |  |  |
| Spread Fingers on Ball, Turn Thumbs Down to Ground |  |  |  |  |  |
| Elbows Bent and Out to Side |  |  |  |  |  |
| Bring Ball to Chest |  |  |  |  |  |
| Extend arms and push to target/partner’s chest |  |  |  |  |  |
| **TOTAL** |  |  |  |  |  |

5- Student is able to complete 5 out of 6 components independently.

4- Student is able to complete 4 out of 6 components independently.

3- Student is able to complete 3 out of 6 components independently.

2- Student is able to complete 2 out of 6 components independently.

1- Student is able to complete 1 out of 6 components independently.

0- Student is able to complete 0 out of 6 components independently.

 **Student’s Score: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**