Unit: Basketball Student: Cindy Nguyen Grade:9

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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)** |

WEEK 1 of UNIT

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| **DAY 1**  **Focus:** | **DAY 2**  **Focus:** | **DAY 3**  **Focus:** | **DAY 4**  **Focus:** |
| **Learning Target: Dribbling-Stationary** | **Learning Target:**  **Dribbling- Stationary** | **Learning Target:**  **Passing-Bounce pass** | **Learning Target:**  **Passing-Bounce pass** |
| **Materials**   * Playground ball, junior basketball, standard basketball, * 1 Mat folded * 7 poly spot. | **Materials**   * Student selected ball for best success (Playground ball, junior basketball or standard basketball) * 1 Mat, folded * 7 Poly spots * Visual dribbling cues posted on wall * Floor tape to mark 2ft square near wall for student to dribble ball in. | **Materials**   * Basket ball * Playground ball * Poly spots- green and red | **Materials:**   * Ball: basketball and playground ball * 7 poly spots (place in a straight line approx.. 2ft apart, also use to mark assessment area) * Stationary Dribbling skill assessment checklist |
| **Activity #1: Pre assessment- with basketball.**   * *Q&A with student regarding cues-* * **Skills Pre-Test**: *using reg. basketball. What elements of critical components can the student demonstrate for:*   *-Stationary dribble*  *-Dribble while moving*   * *Discuss with student what modification are needed.* | **Activity #1:** **Dribble while seated**   * *While seated student will dribble with ball in front: Bounce and catch ball on poly spot, to self with two hands, 10x’s , for two trials* * *Dribble while seated, Ball to side: Sitting on edge of mat, use preferred hand to dribble on poly spot, 10x’s, for two trials.* * *Discuss with student if equipment is still appropriate. Continue unit with that ball whenever possible.* | **Activity #1: Rapid Pass**   * *4 students in each small group. Student 1 with the ball. Three other students stand side by side facing student 1 approx. 10ft away.* * *Student 1 performs bounce pass to each student. Then switch places with one of group members. Each group member takes a turn bounce passing to other in the group.* | **Activity #1:** **Dribble Pass partner relay**   * *Student will select own partner* * *Partners stand behind base line together* * *From starting line, one partner will dribble forward to their green poly spot 20ft away.* * *Student uses a two hand bounce catch.* * *When returning, students will stop at the red poly spot in front of partner and perform a bounce pass back to partner.*   *Partners will alternate turns* |
| **Activity #2: Dribbling between feet while seat.** Using ball selected by student (standard basketball, junior basketball or playground ball). Try other two options.   * *While seated on center of folded stack mat, student will bounce and catch a playground ball onto a poly spot in front of body (between feet) with control using two hands 10x’s during 3 trials. If student demonstrates control, try remaining ball options and repeat trials.* * *Discuss with student which worked best for skill.* | **Activity #2: Dribble while standing.**   * *Review adapted skill cues (posted on wall at station)* * *Standing near or against wall (for balance ), The student will bounce catch a ball 10x’s with two hands into 2ft taped square on the floor, demonstrating skill components* | **Activity #2: Dribble Pass partner relay**   * *Student will select own partner* * *Partners stand behind base line together* * *From starting line, one partner will dribble forward to their green poly spot 20ft away.* * *When returning, students will stop at the red poly spot in front of partner and perform a bounce partner.pass back to* * *Partners will alternate turns* | **Activity #2:**  Dribble while moving   * *Using adapted skill components, the student will bounce and catch the ball for approx. 7ft, following 7 poly spots while moving forward.*   1ft  *-Practice skill 5x’s.* |
| **Activity #3:** **Dribble to the side while seat.**   * *While sitting on edge of mat stack, preferred hand away from mat, dribble playground ball 10x’s with one hand bouncing ball on poly spot.* * *Repeat using junior and standard basketball* * *Discuss with student which worked best for skill.* | **Activity #3**  **Bounce Catch while walking**   * *Using adapted skill components, the student will bounce and catch the ball for approx. 7ft following 7 poly spots, while moving forward.*   1ft   * *Practice skill 5x’s.* | **Activity #3:** | **Activity #3 Skill Assessment 1**  **Dribbling while Stationary-standing**   * *Student will be assessed using Dribbling adapted skill assessment checklist*   *Standing near or against wall (for balance ), The student will bounce catch a ball 10x’s to self with two hands into 2ft taped square on the floor, demonstrating adapted skill components* |
| SAFETY & MODIFICATIONS   * Activity #1-Have student try different balls (standard basketball, junior basketball, playground ball) to see what they are comfortable using. * Activity #2&3-Mark skill area with poly spots to make sure area is safe * Sit on mat stack for stability | SAFETY & MODIFICATIONS   * Activity #1- folded mat stack * Activity #2-Mark skill area with poly spots to make sure area is safe * Activity #2&3-Work near wall for stability & balance * Activity #3- Practice moving dribble along an open wall to help keep ball from rolling too far off following poly spots | SAFETY & MODIFICATIONS   * Activity #1-Rapid Pass:   -use playground ball as an option to basketball,  -Cindy moves closer to partners   * Activity #2-Dribble Pass: (shorten distance) Green poly spots to mark end of dribbling lane (15ft) and red poly spot (8ft) to make stopping spot to bounce pass to partner   -Cindy uses a two hand bounce catch. | SAFETY & MODIFICATIONS   * Activity #1- Dribble Pass: (shorten distance) Green poly spots (15ft) to mark end of dribbling lane and red to make stopping spot (8ft) to bounce pass to partner   -Student uses a two hand bounce catch.   * Activity #2-Dribble while moving: Poly spot floor marker to help student move in a straight forward directions * Activity #3- 2ft box taped on floor to mark dribbling area and poly spots to mark area as caution to peers |

WEEK 2 of UNIT Student: Cindy Nguyen Grade: 9

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| **DAY 5**  **Focus:** | **DAY 6**  **Focus:** | **DAY 7**  **Focus:** | **DAY 8**  **Focus:** |
| **Learning Target:**  **Shooting** | **Learning Target:**  Shooting | **Learning Target: Game application- Dribbling/ shooting** | **Learning Target: Review of dribbling skills and modifications** |
| Materials   * Student selected ball * Visual cue card for Shooting components * Low basket/portable * Stationary Dribbling skill assessment checklist | Materials   * Student selected ball * Visual cue card for Shooting components * Low and standard basket/hoop * 7 Poly spot floor markers-3 for shooting, 4 to mark shooting area. | Materials   * Ball: basketball and playground ball * Standard baskets * Low Basket/ portable * Poly spots * Floor tape | Materials:   * Standard basketball and playground ball * Low basket * Stationary Dribbling skill assessment checklist |
| **Activity #1:**   * *Warm-up: Dribble bounce and catch while moving- dribble following poly spot floor markers for about 7ft.. Two attempts.* | **Activity #1: Shooting Review**  *Discuss, model and practice skill sequence without using a low basketball hoop.* | **Activity #1:** *“Horse” Lead up game*   * *Students in groups of 4-5, each player must shoot from the same spot as the player before, them if the shot is successful. If they miss they get one letter from the word “HORSE”, the following player may pick a new spot.* | **Activity #1:**   * *Student will practice shooting at a low basket (7ft) from various spots (student choice) following shooting cues.* |
| **Activity #2: Shooting- at low basket**   * *“BEEF” Balance-stance, Eye on target , Elbow in, Follow through* * *Discuss adapted skill components, model and practice using a low basketball hoop.* | **Activity #2: Shooting at a low basket**   * *Student will practice shooting at a low basket (7ft high) following shooting cues.* * *-3 poly spot floor markers are placed at various locations around the portable basket. Student takes 5 shooting attempts from each spot* * *Shoot at standard hoop using adapted skill components.* | **Activity #2: 3v3 lead up game**   * *Play in the key area of a standard basket, players will demonstrate passing, dribbling, and shooting skills while playing 3v3.*   *-No contact, If ball is rebounded by opposing team ball must start back at the top of the key* | **Activity #2: Dribble while standing. Practice**   * *Review adapted skill cues: Cindy will describe modifications and adapted skill components for stationary dribbling*   *-Standing near or against wall (for balance ), The student will bounce catch a ball 10x’s with two hands into 2ft taped square on the floor, demonstrating skill components* |
| **Activity #3: Activity #3: Stationary Dribble Practice.**   * *Student will practice dribbling following Stationary dribbling adapted components.* | **Activity #3: Skill Assessment 2**  **Dribbling while Stationary**   * *Student will practice stationary dribbling.* * *Following warm-up dribbling, Student will be assessed using Dribbling adapted skill assessment checklist* * *Standing near or against wall (for balance ), The student will bounce catch a ball 10x’s to self with two hands into 2ft taped square on the floor, demonstrating adapted skill components* | **Activity #3: Activity #3: Stationary Dribble Practice.**   * *Student will practice dribbling with following Stationary dribbling adapted components.* | **Activity #3: Skill Assessment 3**  **Dribbling while Stationary-standing**   * *Student will be assessed using Dribbling skill assessment checklist.* * *Standing near or against wall (for balance ), The student will bounce catch a ball 10x’s to self with two hands into 2ft taped square on the floor, demonstrating adapted skill components* |
| SAFETY & MODIFICATIONS   * Activity #1- Poly spot floor marker to help student move in a straight forward directions * Activity #2- Shooting- low basket, standard basketball and playground, underhand toss. Student choice * Activity #3- Set up poly spots to mark stationary dribble assessment area | SAFETY & MODIFICATIONS   * Activity #1&2- Low & standard basket   -Underhand toss  -Visual cues  Activity #2-If ball touches Net/rim/or backboard but does not go in= a basket   * Activity 3-Poly spots to mark shooting area. * 2ft box taped on floor to mark dribbling area and poly spots to mark area as caution to peers | SAFETY & MODIFICATIONS   * Activity #1-HORSE- low basket, poly spots to mark shooting area, underhand toss. If Cindy shoots at the standard basket a ball touching the net, rim, or backboard = a basket. * Activity #2- 3v3 lead up game.   -Add an extra player to Cindy’s team 4v3. Extra player will play on Cindy’s side of the key to help on defense, with rebounds, give verbal cues reminders to Cindy (to pass or to shoot)  -underhand toss. If Cindy shoots at standard basket and reaches net, rim, or backboard= a basket  -Tape to mark Cindy’s playing area. 4ftx4ft.  -When Cindy gets the ball, she can dribble 1-2 times in her area then has an option to shoot or make a bounce pass (unobstructed).  -Playground ball if standard ball is too heavy. | SAFETY & MODIFICATIONS   * Low basket * Poly spots to mark shooting area. * 2ft box taped on floor to mark dribbling area and poly spots to mark area as caution to peers |

Skill #1:\_\_\_Stationary Dribbling- Standing\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Critical Components** | **Adapted Critical Components** |
| Eyes Up | Eyes on ball |
| Use your finger pads | Two hand bounce and catch |
| Keep ball at your side for control | Keep ball within arm’s reach |
| Keep ball at waist level or lower | One bounce between catches. |
| Keep ball in your pocket | Ball in front of body |

Skill #2:\_\_\_\_Passing- bounce pass\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Critical Components** | **Adapted Critical Components** |
| Spread fingers along the sides of the basketball | Place fingers on marks on back side of ball |
| Start the ball at chest level | Ball at chest area |
| Feet together then step | Slightly Staggered stance |
| Extending arms downwards releasing ball | Extend arms forward and release ball |
| Ball contacts ground two-thirds of the way to the receiving player | Contact floor marker 2/3 of the way to partner |

Skill #3:\_\_\_\_Shooting a basket\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Critical Components** | **Adapted Critical Components** |
| Balance- staggered step/knees bent | Balance- Staggered stance |
| Eyes on target | Eyes on Target |
| Elbows In - close to the body | Two hands on side of ball (at knee level) |
| One hand upward push | Under hand toss |
| Follow through toward target | Follow through toward target |

**Stationary Dribbling Assessment Checklist:**

* Data collection attempts will be done on Day 4, Day 6, and Day 8 of the basketball unit.
* Cindy will perform 5 dribbles demonstrating the adapted critical components.
* Cindy must demonstrate 4 out of 5 adapted critical components on 2 of 3 attempts.
* A check is given for each component consistently observable during the 5 dribbles.

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| **Name:** Cindy Nguyen | **Basketball Unit Stationary Dribbling** | | |
| ***Lesson Day*** | ***Day 4*** | ***Day 6*** | ***Day 8*** |
| Date |  |  |  |
| Eyes tracking ball |  |  |  |
| Catch with two hands |  |  |  |
| Keep ball within arm’s reach (not chasing ball) |  |  |  |
| One bounce between strikes |  |  |  |
| Ball bounced in front of body |  |  |  |
| Student demonstrated skills 4 out of 5 dribbles | Yes No | Yes No | Yes No |
| Notes: | | | |