10th Grade High School Basketball Unit Plan Outline—Cooper Cox

Equipment Needed: Basketball rack or bin, basketball hoops, poly spots, colored pinnies, music

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| **Day 1** | **Day 2** | **Day 3** |
| **Intro:*** Brief history of Basketball

**Warm-up:*** High knees to half, butt kickers back, shuffle to half and back, karaoke to half and back, sprint to half and back

**Skills:*** Partner passing: bounce pass, chest pass, overhead pass
* Dribbling: Everyone starts in place dribbling with both hands, through legs, etc.
* Dribble down the length of the court and back working on skills

**Activity:*** Monkey in the middle passing game (groups of 3)
* If time play basketball golf

**Adaptations/Challenges:*** If dribbling is too easy challenge them to try through the legs or behind the back
* With passing they can try putting spin on it

**Review:*** Go over the 3 ways we passed the ball and different game scenarios when it could be used
 | **Warm-up:*** Grab a partner and 1 basketball per group and jog 3 laps around the gym passing ball

**Skills:*** Go over what we learned yesterday
* Correct shooting form
* Layups from each side of the hoop

**Activity:*** Knock out! (2 games on two different hoops, advanced/beginner)
* Non-competitive, 3 layups made on different hoop to get back in
* If you get out grab a basketball and work on dribbling skills

**Adaptations/Challenges:*** Two groups when knock out is played one advanced and one beginner, can move the shot line back further too

**Review:*** Go over the correct shooting form and how to do layups
 | **Warm-up:*** Jog 2 laps while dribbling a basketball and then switch ways and jog 2 laps the other way

**Skills:*** Quick oral review of shooting form and how to do a layup
* Practice layups again
* Introduce a free throw and model it for them

**Activity:*** Divide into smaller groups and put each group on a hoop and play “Around the Paint.”
* Poly spots will mark where to shoot from (7-9 spots)
* If time allows have students get in a line with their group and practice free throws

**Adaptation/Challenges:*** Push spots closer or further away from hoop depending on skill level

**Review:*** Talk about a free throw- where you stand and how you stand
* Possibly have a few students demonstrate
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| **Day 4** | **Day 5** | **Day 6** |
| **Warm-up:*** Jog 3 laps

**Skills:*** Ask them why we jog?
* Briefly talk about free throws
* Play “Around the World” include the 3 point line now

**Activity:*** Find a partner or partners of equal skill to play 1 on 1 or 2 on 2

**Adaptations/Challenges:*** Move spots to make shots easier or more difficult

**Review:*** Talk about attacking and defending in 1 on 1 or 2 on 2
* Go over key terms in basketball
* Provide students with a key terms paper to study for test at the end of the unit
 | **Warm-up:*** Jog 3 laps with a basketball while doing layups

**Skills:*** Play 1 on 1 or 2 on 2 like the day before with an equal skilled partner
* Discuss offensive and defensive strategies in basketball
* Talk about fouls in basketball

**Activity:*** Depending on available hoops start games of 3 vs. 3 (Have beginner, intermediate, and advanced groups)
* Must pass 3 times before you shoot, every basket is 1 point, call your own fouls, play to 11 win by 2

**Adaptations/Challenges:*** Try dribbling with non-dominate hand, various skilled courts and can move up to a harder or lower group depending on your comfortability

**Review:*** Review offense/defense, ask questions about fouls
 | **Warm-up:*** Jog 2 laps

**Activity:*** Fitness day in the fitness center
* Students will bike on the stationary bike, walk on the treadmill, or lift weights if available

**Review:*** Discuss how important physical fitness is and ask questions about different muscles worked and tie it into basketball and needing muscular endurance, muscular strength, endurance, etc.
* Remind them to be studying and reviewing the basketball handout
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| **Day 7** | **Day 8** | **Day 9** |
| **Warm-up:*** Play 2 on 2 with equally skilled partner

**Skills/Activity:*** 3 vs. 3
* Same rules as the first day: games to 11, must pass 3 times, call own fouls, every basket 1 point

**Review:*** Discuss how the games went and talk about what muscles were used
 | **Warm-up:*** Jog 2 laps and then have a student lead a student lead warm-up

**Skills/Activity:*** Play game 5 vs. 5
* Split teams evenly
* Have 2 games going at the same time on different hoops
* Have students sub in every 2-3 minutes
* Same rules apply from when we played 3 vs. 3

**Review:*** Remind students to keep looking over the handout
 | **Warm-up:*** 5 minute shoot around

**Skills:*** Play Basketball golf with groups of 3-4

**Activity:*** 5 vs. 5 games again-same as yesterday
* Possibly re-pick teams if they were uneven

**Review:*** Brief review of the test tomorrow
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| **Day 10** |  |  |
| **Basketball Unit Test*** When students finish test they can either play games of 2 on 2 or 3 on 3, they can play knock out, or they can shoot hoops
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**Basketball Unit Key Terms/Study Guide**

Knowing the rules of basketball can benefit people who maybe play or want to play the game of basketball and understand what they can and can’t do when playing basketball. By knowing the rules you can also understand the game more and what is going on when at basketball games or when watching them on T.V.

Basketball is a high-paced activity that is very good for your health. It can help immensely with a person’s endurance, stamina, agility, and overall health of your body.

Jump ball- how every basketball game is started at center court

Out of bounds- when the ball goes outside the end line of any side of the court

Travel- walking while holding the ball without dribbling it

Offense- team that has the ball

Defense- team that is doesn’t have the ball

When dribbling look forward not down at the ground

3 types of passes (bounce pass, chest pass, and overhead pass)

Free throws- taken when you are fouled in the shooting motion and is worth 1 point

Layups or jump shots- worth 2 points taken anywhere inside the 3 point arc

Three pointers- worth 3 points shot behind the arc

Dunks- worth 2 points

Foul- committed against someone of the opposite team ref blows his whistle could include: hitting, checking, tripping, grabbing, reaching, etc.

Rebound- when the other team misses their shot and you grab it first

Things that could help you improve physically in basketball: lifting, leg press, squats, running, biking, etc.

Standard height of basketball hoop 10 ft.

Games are played 5 on 5

Substitution: when you come into the game for a teammate

Referee: the person who calls fouls and blows the whistle

Bankshot: when the ball goes off the backboard and into the hoop

**RULES:**

The rules of basketball can vary slightly depending on the level of play (for example professional rules differ from college rules) or where the game is played (international rules are different from USA professional rules). These rule differences, however, are usually just variations on the basic game of basketball and the majority of the rules discussed below can be applied to most any game of basketball played. The winner of a basketball game is the team with the most points. You get points by throwing the basketball through the opponent's hoop or basket. In regular play a basket made from within the three point line is worth 2 points and a basket shot from outside the three point line is worth three points. When shooting a free throw, each free throw is worth 1 point.

 Rules for the offense: The basketball team on offense is the team with the basketball. When a player has the basketball there are certain rules they must follow: 1) The player must bounce, or dribble, the ball with one hand while moving both feet. If, at any time, both hands touch the ball or the player stops dribbling, the player must only move one foot. The foot that is stationary is called the pivot foot. 2) The basketball player can only take one turn at dribbling. In other words, once a player has stopped dribbling they cannot start another dribble. A player who starts dribbling again is called for a double-dribbling violation and looses the basketball to the other team. A player can only start another dribble after another player from either team touches or gains control of the basketball. This is usually after a shot or pass. 3) The ball must stay in bounds. If the offensive team looses the ball out of bounds the other team gets control of the basketball. 4) The players hand must be on top of the ball while dribbling. If they touch the bottom of the basketball while dribbling and continue to dribble this is called carrying the ball and the player will lose the ball to the other team. 5) Once the offensive team crosses half court, they may not go back into the backcourt. This is called a backcourt violation. If the defensive team knocks the ball into the backcourt, then the offensive team can recover the ball legally.

 Defensive Rules: The team on defense is the team without the basketball. 1) The main rule for the defensive player is not to foul. A foul is described as gaining an unfair advantage through physical contact. There is some interpretation that has to be made by the referee, but, in general, the defensive player may not touch the offensive player in a way that causes the offensive player to lose the ball or miss a shot.

 Rules for everyone: 1) Although the foul rule is described above as a defensive rule, it applies exactly the same to all players on the court including offensive players. 2) Basketball players cannot kick the ball or hit it with their fist. 3) No player can touch the basketball while it is traveling downward towards the basket or if it is on the rim. This is called goaltending. (touching the ball on the rim is legal in some games). Every player on the court is subject to the same rules regardless of the position they play. The positions in basketball are just for team basketball strategy and there are no positions in the rules.

**Basketball Test Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Mr. Cox

True/False: Instructions: For each of the following questions, circle T if the statement is TRUE or circle F if the statement is FALSE. If the statement is FALSE change the question into a TRUE statement.

1. T F You aren’t allowed to walk and hold the ball in your hands without dribbling.
2. T F In overtime the first team to score wins.
3. T F A player gets ejected if they get 1 technical foul.
4. T F A basketball game starts with a jump ball.
5. T F When dribbling a basketball you want to look at the ball.
6. T F A player can keep playing if he/she has 5 fouls.
7. T F Basketball is a cardiovascular workout.
8. T F The 3 types of passes are: bounce pass, chest pass, & hook pass.

Multiple Choice: For each of the following questions, select the best answer and circle the letter for that answer (A, B, C, or D).

9) Who created the game of basketball?

 a. James Naismith

 b. Will Ferrell

 c. John Wooden

 d. Wilt Chamberlain

10) In basketball a free throw is worth how many points.

 a. 1

 b. 2

 c. 3

 d. 4

11) To get possession of the ball after a missed shot is called a \_\_\_\_\_\_.

 a. Lay up

 b. Foul

 c. Free throw

 d. Rebound

12) The team that doesn’t have possession of the basketball is on \_\_\_\_\_.

 a. Defense

 b. Foul

 c. Offense

 d. Holding

13) Which exercises are most likely going to help you jump higher in basketball?

 a. Body Squats

 b. Push-ups & Chin-ups

 c. Leg Press Machine

 d. A and C only

14) The standard height of a basketball hoop is \_\_\_\_\_\_\_ feet.

 a. 7

 b. 8

 c. 9

 d. 10

15) The number of players that play in a basketball game at once is.

 a. 4 v 4

 b. 5 v 5

 c. 6 v 6

 d. 7 v 7

16) Which is not a term used in basketball?

 a. Pivot

 b. Switch

 c. Pass

 d. Goal

Matching: Write the letter of the term on the line next to its definition. Each term should be used only once.

\_\_\_17) A shot that goes in off the backboard. a) Substitution

\_\_\_18) Walking with the ball without dribbling. b) A foul

\_\_\_19) When you go into the game for your teammate. c) Referee

\_\_\_20) The person who calls fouls and blows the whistle. d) 3

\_\_\_21) The person who tells you what to do and where to go. e) Bankshot

\_\_\_22) A layup is worth \_\_\_ point(s) f) Coach

\_\_\_23) A half-court shot is worth \_\_\_ point(s) g) Endurance

\_\_\_24) When you guard someone it’s called. h) Traveling

\_\_\_25) If you hit someone it’s called. i) 2

\_\_\_26) Running for 30 minutes will help with. j) Defense

Short Answers: Directions: Read each question carefully, and provide an answer in the space below. You do not need to use complete sentences for short answers.

27) What are a few things that can be considered fouls in basketball?

28) What are the main differences between offense and defense?

Essay: Directions: Write an organized and neat answer for the following question in a paragraph or more (5-7 sentences).

29) What are a few different activities that can help you improve your aerobic capacity for game play in basketball and other sports?

Answer Key:

True and False

1. T
2. F (timed)
3. F (2)
4. T
5. F (up, upward)
6. F
7. T
8. F (overhead pass)

Multiple Choice

1. A
2. A
3. D
4. A
5. D
6. D
7. B
8. D

Matching

1. E
2. H
3. A
4. C
5. F
6. I
7. D
8. J
9. B
10. G

Short Answer

1. Looking for words such as charge, block, holding, pushing, kicking, slapping, tripping, etc.
2. Offense: Has the ball, trying to score, passing ball around, shooting…. Defense: Defending, trying to steal ball, rebounding, block passes etc.
3. Jogging, Running, Biking, Hiking, Climbing, Roller Blading, Swimming, Dancing, etc. Looking for these things and want them to expand on each in complete sentences.

Basketball History Video Review Questions:

1. Who invented the game of basketball and what was his occupation?
2. Why did he create it?
3. What was the first basket and what did they use as a ball?
4. In what ways has the game of basketball changed and developed from start to finish? Has it become more or less efficient and why?

10 Day Basketball Unit Lesson Plans—Cooper Cox

**Basketball Unit Lesson 1**

Standards:

The state of North Dakota Physical Education Standards

* **Movement concepts, principles & knowledge-- S2.H1.L1\*:** Applies the terminology associated exercise and participation in selected lifetime activities, dance and rhythm, and fitness activities.
* **Fitness activities-- S1.H3.L1\*:** Demonstrates competency in one or more specialized skills in fitness activities.
* **Challenge-- S5.H2.L1:** Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.
* **Working with others-- S4.H3.L1:** Uses communication skills and strategies that promote team or group dynamics.
* **Safety-- S4.H5.L1:** Applies best practices for participating safely in physical activity, exercise and rhythmic activities/dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

Objectives:

* Students will be able to demonstrate the knowledge and skills addressed by:
* 1. Understand the different movements of basketball and when they’re used.
* 2. Using the manipulative skill of passing and dribbling a basketball.
* 3. Students will better enjoy basketball and be engaged by learning certain skill sets so they feel more confident when they play.
* Specific action verbs have been taken into account in order to be even more vivid with a description pertaining to my instructions.
* The only prior knowledge for this activity is to be able to perform certain locomotor skills with a basketball worked on from previous grades, sports, or activities. Students will need to work on their active listening skills.
* Both the objectives and goals are tied in with the selected standards that were chosen for students to be able to practice and use in the physical education setting.

Learning Activities:

* Play video of history of basketball for students or use google classroom. <https://www.youtube.com/watch?v=YSt8M98oNws>
* Brief talk about the history of basketball- Began with its invention in 1891 in Springfield, Massachusetts by Canadian physical education instructor James Naismith as a less injury-prone sport than football. James Naismith published rules for a new game using five basic ideas and thirteen rules. The first game played was 9 versus 9 and they used a soccer ball and two peach baskets. Peach baskets were used until 1906 when they finally replaced them with metal hoops with backboards.
* Students interest will be kept from the moment class begins by performing a warmup that will get their hearts pumping and their muscles stretched out for our main activity.
* **Warm-Up:** Have students stand on the end line of one of the sides of the gym floor and follow your instructions. High knees to half, butt kickers back, shuffle to half line and back, karaoke to half and back, finally sprint to half and back.
* **Skills:** Demonstrate partner passes in front of the class then have the students get a partner and one basketball and find an open space in the gym. Start with grabbing basketball and a spot along the wall and start working on your different passes against the wall and back to yourself. Then with a partner start passing (bounce pass, chest pass, overhead pass). For dribbling have each student grab a basketball and find an open space around the gym. Students will dribble in place using both hands and if they feel comfortable they can try to go through the legs or behind the back, etc. After this, students will all get on the end line in the gym and students will dribble down to the other end and back working on various skills that we worked on.
* **Main Activity:** The main activity is monkey in the middle. Students will get in groups of 3 and play monkey in the middle. One student is in the middle the other two are on opposite sides of the student in the middle. There will be one ball and the two students on the outside have to use the different passing techniques that we worked on earlier in class to try and keep it away from the classmate in between them. Every 30 seconds or minute I will blow whistle for the monkey in the middle to switch so it’s fair. If there’s time play basketball golf in small groups. Place poly spots or cones around to mark out the holes and one student will start and they will shoot the first shot and if they make the basket they get a hole in one but if they miss they have to run to their ball and the sport where they get to the ball they have to shoot again to try and make it. Students will keep track of score and need to use math skills to add up their totals.
* **Cool Down:** Have everyone stand/sit in a circle and have them do a cool down stretch. (Toe touches, leg to butt, hamstring/groin side to side). While they are doing this we will be talking about the 3 different passing techniques that we used earlier in class and we will also discuss game scenarios where they could be used.
* **Adaptations/Modifications/Variations:** If the dribbling exercises are too easy challenge students to try through the legs or behind the back dribbles or even use non-dominate hand. When passing the ball they can try putting spin on the ball. I feel that this activity can be played by most diverse learners if they choose to play and the thought of these learners was already taken into consideration for this activity. For example someone with a Learning Disability, Down syndrome, etc. will still be able to do this activity because they will see the example of their classmates but will also have my instruction along the way.
* This lesson will be summarized and concluded with a few minutes left in the class to ask students if they enjoyed the activity to see if it’s something I can possibly use again, and also to see if they got a workout and learned any new things.

Assessment:

* I will know students have met the targeted objectives and standards by their display and ability of the activity while the activity is played. My assessment will be tied directly to the standards.
* In physical education I will assess a diverse learner simply on their participation or to the best of what they are capable of doing.
* Students will be assessed by their participation, effort, and I will watch them to see if they can properly make the different types of passes that we went over successfully.

Reflection:

Lesson 2

Standards:

The state of North Dakota Physical Education Standards

* **Movement concepts, principles & knowledge-- S2.H1.L1\*:** Applies the terminology associated exercise and participation in selected lifetime activities, dance and rhythm, and fitness activities.
* **Fitness activities-- S1.H3.L1\*:** Demonstrates competency in one or more specialized skills in fitness activities.
* **Challenge-- S5.H2.L1:** Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.
* **Working with others-- S4.H3.L1:** Uses communication skills and strategies that promote team or group dynamics.
* **Safety-- S4.H5.L1:** Applies best practices for participating safely in physical activity, exercise and rhythmic activities/dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

Objectives:

* Students will be able to demonstrate the knowledge and skills addressed by:
* 1. Understand the different movements of basketball and when they’re used.
* 2. Using the manipulative skill of passing and dribbling a basketball.
* 3. Students will better enjoy basketball and be engaged by learning certain skill sets so they feel more confident when they play.

Learning Activities:

* **Warm-Up:** Students will need to find a partner and grab 1 basketball per group and jog 3 laps around the gym while passing the ball with their partner whether it’s a bounce pass, chess pass, or overhead pass.
* **Skills:** Orally go over what we learned yesterday. Talk briefly about traveling and why it’s so important to learn about. Demonstrate the correct shooting form and have students grab a basketball and stand next to a wall around the gym and practice the correct shooting form. Next I will demonstrate a layup and students will do layups from each side of the basketball hoop.
* **Main Activity:** The main activity is Knock Out. Activity will go remainder of time until I let students go to the locker rooms. Some students may know this game as lightning. Students will line up behind the free throw line and the first two in line will have basketballs. The first person shoots and then the second person shoots and if the second person scores before the first person then the first person is out. Once you make it pass your ball to the next person in line. There will be two games going at the same time on different hoops one game will be for beginners and the other will be for those who are advanced. If a student gets out instead of just sitting and watching grab a basketball and work on dribbling skills or partner passing until the game ends and the next one starts.
* **Cool Down:** Have everyone stand/sit in a circle and have them do a cool down stretch. While they are doing this we will be talking about the correct shooting form and how to do layups. Have an exit slip with what we just talked about.
* **Adaptations/Modifications/Variations:** Two groups of different skill level are used so students have choice depending on their skill level and comfortability and if students want more of a challenge we can have the starting line start at the 3 point line instead of the free throw line. I feel that this activity can be played by most diverse learners if they choose to play and the thought of these learners was already taken into consideration for this activity. For example someone with a Learning Disability, Down syndrome, etc. will still be able to do this activity because they will see the example of their classmates but will also have my instruction along the way.

Assessment:

* I will know students have met the targeted objectives and standards by their display and ability of the activity while the activity is played. My assessment will be tied directly to the standards.
* In physical education I will assess a diverse learner simply on their participation or to the best of what they are capable of doing.
* Assessing on shooting form, participation, and effort.

Reflection:

Lesson 3

Standards:

The state of North Dakota Physical Education Standards

* **Movement concepts, principles & knowledge-- S2.H1.L1\*:** Applies the terminology associated exercise and participation in selected lifetime activities, dance and rhythm, and fitness activities.
* **Fitness activities-- S1.H3.L1\*:** Demonstrates competency in one or more specialized skills in fitness activities.
* **Challenge-- S5.H2.L1:** Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.
* **Working with others-- S4.H3.L1:** Uses communication skills and strategies that promote team or group dynamics.
* **Safety-- S4.H5.L1:** Applies best practices for participating safely in physical activity, exercise and rhythmic activities/dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

Objectives:

* Students will be able to demonstrate the knowledge and skills addressed by:
* 1. Understanding and knowing the proper form of a layup and a jump shot.
* 2. Performing a layup and jump shot with proper form for success.
* 3. Feel more confident in their ability to do a layup and shoot a basketball.

Learning Activities:

* **Warm-Up:** Students will come into the gym and each grab a basketball. They will jog 2 laps on way while dribbling their ball and then switch and jog 2 laps the other way dribbling their ball.
* **Skills:** Orally go over the correct shooting form and how to do a layup properly. We will briefly practice layups again from both sides and then students will gather around the free throw line and I will introduce what a free throw is and model it for them.
* **Main Activity:** The main activity is called Around the Paint. It is similar to Around the World except it’s working on closer shots so students will not shoot from around the 3 point line. Students have to make one shot on each poly spot all the way around and back. Students have 2 chances at each spot so if they miss they can either try again or opt to stay at the poly spot that they are at until it’s their turn next. Poly spots will mark where students are to shoot from around the lane and free throw line. (7-9 poly spots) Students will be divided into smaller groups depending on how many basketball hoops are available and begin playing Around the Paint. If time allows and students finish their game have students get in a line with their group and practice taking free throws.
* **Cool Down:** Have everyone stand/sit in a circle and have them do a cool down stretch. While they are doing this we will be talking about where you stand and how you stand for a free throw. Have a few students possibly demonstrate.
* **Adaptations/Modifications/Variations:** The main adaptation for this activity is that you could move the poly spots closer to the basketball hoop or further away depending on the skill level in the group. I feel that this activity can be played by most diverse learners if they choose to play and the thought of these learners was already taken into consideration for this activity. For example someone with a Learning Disability, Down syndrome, etc. will still be able to do this activity because they will see the example of their classmates but will also have my instruction along the way.

Assessment:

* I will know students have met the targeted objectives and standards by their display and ability of the activity while the activity is played. My assessment will be tied directly to the standards.
* In physical education I will assess a diverse learner simply on their participation or to the best of what they are capable of doing.
* Multiple assessment strategies have been implemented each lesson plan, and daily activity.

Reflection:

Lesson 4

Standards:

The state of North Dakota Physical Education Standards

* **Movement concepts, principles & knowledge-- S2.H1.L1\*:** Applies the terminology associated exercise and participation in selected lifetime activities, dance and rhythm, and fitness activities.
* **Fitness activities-- S1.H3.L1\*:** Demonstrates competency in one or more specialized skills in fitness activities.
* **Challenge-- S5.H2.L1:** Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.
* **Working with others-- S4.H3.L1:** Uses communication skills and strategies that promote team or group dynamics.
* **Safety-- S4.H5.L1:** Applies best practices for participating safely in physical activity, exercise and rhythmic activities/dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

Objectives:

* Students will be able to demonstrate the knowledge and skills addressed by:
* 1. Understand offensive and defensive strategies in basketball.
* 2. Using proper form when shooting the basketball.
* 3. Students will show excitement in the basketball activity for the day.

Learning Activities:

* **Warm-Up:** Students will come into the gym and jog 3 laps.
* **Skills:** Ask students why we jog/run? Briefly talk about free throws from the day before. Get into same groups as yesterday and play Around the World this time so the 3 point line is included. Poly spots will mark where students are supposed to shoot from.
* **Main Activity:** The main activity is 1 on 1 or 2 on 2 depending on class size and available hoops. Students will find a partner similar in skill level so it’s fair and also challenges the student. During this activity students will work on dribbling skills and shooting along with offense and defense.
* **Cool Down:** Have everyone stand/sit in a circle and have them do a cool down stretch. While they are doing this we will be talking about attacking and defending in basketball. We will also go over a few key terms in basketball that students should know or will need to know. Provide students with a key terms paper to study for test at the end of the unit.
* **Adaptations/Modifications/Variations:** The main adaptation for this activity is that you could move the poly spots closer to the basketball hoop or further away depending on the skill level in the group while playing Around the World. I feel that this activity can be played by most diverse learners if they choose to play and the thought of these learners was already taken into consideration for this activity. For example someone with a Learning Disability, Down syndrome, etc. will still be able to do this activity because they will see the example of their classmates but will also have my instruction along the way.

Assessment:

* I will know students have met the targeted objectives and standards by their display and ability of the activity while the activity is played. My assessment will be tied directly to the standards.
* In physical education I will assess a diverse learner simply on their participation or to the best of what they are capable of doing.
* Multiple assessment strategies have been implemented each lesson plan, and daily activity.

Reflection:

Lesson 5

Standards:

The state of North Dakota Physical Education Standards

* **Movement concepts, principles & knowledge-- S2.H1.L1\*:** Applies the terminology associated exercise and participation in selected lifetime activities, dance and rhythm, and fitness activities.
* **Fitness activities-- S1.H3.L1\*:** Demonstrates competency in one or more specialized skills in fitness activities.
* **Challenge-- S5.H2.L1:** Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.
* **Working with others-- S4.H3.L1:** Uses communication skills and strategies that promote team or group dynamics.
* **Safety-- S4.H5.L1:** Applies best practices for participating safely in physical activity, exercise and rhythmic activities/dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

Objectives:

* Students will be able to demonstrate the knowledge and skills addressed by:
* 1. Understanding appropriate times to shoot or pass with their teammate.
* 2. Being able to create scoring opportunities for themselves and their teammate.
* 3. Students will have positive attitudes whether they win or lose.

Learning Activities:

* **Warm-Up:** Students will come into the gym and jog 3 laps while dribbling a basketball and do layups while they jog by the basketball hoops.
* **Skills:** Briefly talk about offensive and defensive strategies in basketball and talk about fouls in basketball. Play 1 on 1 or 2 on 2 like the day before with a partner equal in skill.
* **Main Activity:** The main activity 3 on 3 basketball games. Divide into beginner, intermediate, and advanced groups depending on availability of basketball hoops. Rules are you must pass 3 times before you shoot, every basket is 1 point, call your own fouls, play to 11 and win by 2.
* **Cool Down:** Have everyone stand/sit in a circle and have them do a cool down stretch. While they are doing this we will be talking offense and defense and I will ask different questions about that and about fouls in basketball.
* **Adaptations/Modifications/Variations:** You can try dribbling with your non-dominate hand if everything seems really easy and also when we play the games there are different skill leveled courts so students can possibly move up or down depending on their comfortability levels.

Assessment:

* I will know students have met the targeted objectives and standards by their display and ability of the activity while the activity is played. My assessment will be tied directly to the standards.
* In physical education I will assess a diverse learner simply on their participation or to the best of what they are capable of doing.
* Multiple assessment strategies have been implemented each lesson plan, and daily activity.

Reflection:

Lesson 6

Standards:

The state of North Dakota Physical Education Standards

* **Movement concepts, principles & knowledge-- S2.H1.L1\*:** Applies the terminology associated exercise and participation in selected lifetime activities, dance and rhythm, and fitness activities.
* **Fitness activities-- S1.H3.L1\*:** Demonstrates competency in one or more specialized skills in fitness activities.
* **Safety-- S4.H5.L1:** Applies best practices for participating safely in physical activity, exercise and rhythmic activities/dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

Objectives:

* Students will be able to demonstrate the knowledge and skills addressed by:
* 1. Using the manipulative skill of fitness activities.
* 2. Understand why it is important to be physically active.
* 3. Feel motivated and excited to work out.
* Specific action verbs have been taken into account in order to be even more vivid with a description pertaining to my instructions.

Learning Activities:

* **Warm-Up:** Students will come into the gym and jog 2 laps.
* **Main Activity:** We will be in the fitness center for this day. Students will bike on the stationary bike, walk on the treadmill, or lift weights if available. Students will stop periodically when I tell them to and check their heart rates. This will tell me and the students if they need to work harder and challenge themselves more.
* **Cool Down:** While they are cooling down from the main activity we will be discussing how important physical fitness is and I will ask questions about different muscles that we worked and relate it to basketball since you need muscular strength, muscular endurance, regular endurance, etc. I will also remind them to be studying and reviewing the basketball handout.
* **Adaptations/Modifications/Variations:** I feel that this activity can be played by most diverse learners if they choose to play and the thought of these learners was already taken into consideration for this activity.

Assessment:

* I will know students have met the targeted objectives and standards by their display and ability of the activity while the activity is played. My assessment will be tied directly to the standards.
* In physical education I will assess a diverse learner simply on their participation or to the best of what they are capable of doing.
* I will be assessing the student’s effort today.

Reflection:

Lesson 7

Standards:

The state of North Dakota Physical Education Standards

* **Movement concepts, principles & knowledge-- S2.H1.L1\*:** Applies the terminology associated exercise and participation in selected lifetime activities, dance and rhythm, and fitness activities.
* **Fitness activities-- S1.H3.L1\*:** Demonstrates competency in one or more specialized skills in fitness activities.
* **Challenge-- S5.H2.L1:** Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.
* **Working with others-- S4.H3.L1:** Uses communication skills and strategies that promote team or group dynamics.
* **Safety-- S4.H5.L1:** Applies best practices for participating safely in physical activity, exercise and rhythmic activities/dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

Objectives:

* Students will be able to demonstrate the knowledge and skills addressed by:
* 1. Using mental skills in basketball games to be successful in their 2 on 2 and 3 on 3.
* 2. Performing successful passes, shots, and other basketball movements during the game.
* 3. Students will feel ready and prepared to play games by knowing all the skills they need to for basketball game situations.

Learning Activities:

* **Warm-Up:** Students will come into the gym and begin playing 2 on 2 with equally skilled partners.
* **Skills/Main Activity:** The main activity is 3 on 3 basketball games just like the day before. Switch up teams if possible and same rules still apply. Must pass the ball 3 times before you can shoot it, every basket is worth 1 point, call your own fouls, play to 11 and win by 2.
* **Cool Down:** Have everyone stand/sit in a circle and have them do a cool down stretch. While they are doing this we will be talking about how the mini games went and what muscles were being used throughout the game.
* Space, time, equipment, and safety will be addressed vividly right at the start so it doesn’t leave any questions for the students. No touching other students, use active listening ears, no running into other students.
* **Adaptations/Modifications/Variations:** You can try dribbling with your non-dominate hand if everything seems really easy and also when we play the games there are different skill leveled courts so students can possibly move up or down depending on their comfortability levels.

Assessment:

* I will know students have met the targeted objectives and standards by their display and ability of the activity while the activity is played. My assessment will be tied directly to the standards.
* In physical education I will assess a diverse learner simply on their participation or to the best of what they are capable of doing.
* Multiple assessment strategies have been implemented each lesson plan, and daily activity.

Reflection:

Lesson 8

Standards:

The state of North Dakota Physical Education Standards

* **Movement concepts, principles & knowledge-- S2.H1.L1\*:** Applies the terminology associated exercise and participation in selected lifetime activities, dance and rhythm, and fitness activities.
* **Fitness activities-- S1.H3.L1\*:** Demonstrates competency in one or more specialized skills in fitness activities.
* **Challenge-- S5.H2.L1:** Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.
* **Working with others-- S4.H3.L1:** Uses communication skills and strategies that promote team or group dynamics.
* **Safety-- S4.H5.L1:** Applies best practices for participating safely in physical activity, exercise and rhythmic activities/dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

Objectives:

* Students will be able to demonstrate the knowledge and skills addressed by:
* 1. Understand when to use different passes throughout the game.
* 2. Students will be able to cooperatively work in teams as evidence by supportive communication and no put downs.
* 3. Students will have positive attitudes playing basketball from using everything they have learned this unit.

Learning Activities:

* **Warm-Up:** Students will come into the gym and jog 2 laps and then there will be a student that will lead a warmup for the rest of the class.
* **Skills/Main Activity:** The main activity is 5 on 5 basketball games just like the day before. We will either have one game or two games going depending on how many hoops are available and the size of the class. Teams will be split evenly and students will sub in every 2-3 minutes so that everyone gets the chance to play. Same rules will apply from our games of 3 on 3.
* **Cool Down:** Have everyone stand/sit in a circle and have them do a cool down stretch. Remind students to be looking over their terms sheet and studying it for the test in 2 days.
* **Adaptations/Modifications/Variations:** You can try dribbling with your non-dominate hand if everything seems really easy and also when we play the games there are different skill leveled courts so students can possibly move up or down depending on their comfortability levels.

Assessment:

* I will know students have met the targeted objectives and standards by their display and ability of the activity while the activity is played. My assessment will be tied directly to the standards.
* In physical education I will assess a diverse learner simply on their participation or to the best of what they are capable of doing.
* Students will be assessed on effort, participation, and teamwork.

Reflection:

Lesson 9

Standards:

The state of North Dakota Physical Education Standards

* **Movement concepts, principles & knowledge-- S2.H1.L1\*:** Applies the terminology associated exercise and participation in selected lifetime activities, dance and rhythm, and fitness activities.
* **Fitness activities-- S1.H3.L1\*:** Demonstrates competency in one or more specialized skills in fitness activities.
* **Challenge-- S5.H2.L1:** Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.
* **Working with others-- S4.H3.L1:** Uses communication skills and strategies that promote team or group dynamics.
* **Safety-- S4.H5.L1:** Applies best practices for participating safely in physical activity, exercise and rhythmic activities/dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

Objectives:

* Students will be able to demonstrate the knowledge and skills addressed by:
* 1. Understand teamwork and how to use attacking and defensive strategies.
* 2. Students will be able to cooperatively work in teams as evidence by supportive communication and no put downs.
* 3. Students will have positive attitudes playing basketball from using everything they have learned this unit.

Learning Activities:

* **Warm-Up:** Students will come into the gym and will have a 5-8 minute shoot around to get themselves ready for our games.
* **Skills:** Play basketball golf with groups of 3-5. Have poly spots set up around the hoop and students will all have a ball and they take their first shot from the poly spot and if they make it it’s a hole in one but if not they have to run to their ball and grab it and once they get it they try to shoot and make it again and count however many times it takes to make it in the hoop.
* **Main Activity:** The main activity is 5 on 5 basketball games just like the day before. We will either have one game or two games going depending on how many hoops are available and the size of the class. Teams will be split evenly and students will sub in every 2-3 minutes so that everyone gets the chance to play. Same rules will apply from our games of 3 on 3. Re-pick teams if they were uneven the first day.
* **Cool Down:** Have everyone stand/sit in a circle and have them do a cool down stretch. Brief review for the test tomorrow.
* **Adaptations/Modifications/Variations:** I feel that this activity can be played by most diverse learners if they choose to play and the thought of these learners was already taken into consideration for this activity.

 Assessment:

* I will know students have met the targeted objectives and standards by their display and ability of the activity while the activity is played. My assessment will be tied directly to the standards.
* In physical education I will assess a diverse learner simply on their participation or to the best of what they are capable of doing.
* Students will be assessed on participation, effort, and teamwork.

Reflection:

Lesson 10

Standards:

The state of North Dakota Physical Education Standards

* **Movement concepts, principles & knowledge-- S2.H1.L1\*:** Applies the terminology associated exercise and participation in selected lifetime activities, dance and rhythm, and fitness activities.
* **Fitness activities-- S1.H3.L1\*:** Demonstrates competency in one or more specialized skills in fitness activities.
* **Working with others-- S4.H3.L1:** Uses communication skills and strategies that promote team or group dynamics.
* **Safety-- S4.H5.L1:** Applies best practices for participating safely in physical activity, exercise and rhythmic activities/dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

Objectives:

* Students will take test right away and should be prepared by our previous reviews and from studying their study guide.

Learning Activities:

* **Warm-Up:** Students will come into the gym and we will start the basketball unit test right away.
* **Main Activity:** Basketball Unit Test! After you finish you can either sit in place or walk around the gym. Once everyone is finished students can grab a basketball and they can dribble, pass, play knock out, shoot hoops, or play 1 on 1 or 2 on 2.
* **Cool Down:** Bring everyone in and talk a little bit about the test and answer any questions that students may have.

Assessment:

* Test Day!

Reflection: