

Class Information

Monadnock Jr./Sr. High School

Cooperating Teacher: Maureen Kavanagh

College Supervisor: Joel Feldmann

Basketball

B E E F (set shot/jump shot)

Lay Up

Dribbling (control/speed)

Passing (chest pass/bounce pass)

7th-12th Grade
19-23 students

5 Lessons
45 Minutes

Ms. Sarah Titus

Needs Assessment

*Well done,
Sarah*

Psychomotor

Students in the high school classes have already been introduced to B E E F, dribbling (control/speed), and passing (chest/bounce) principles and skills in their previous basketball experiences. They need continued practice with these skills using the instructional cues and apply them in modified games. The layup is a skill that for most will be introduced for the first time in this unit, although students may have had experiences with these skills in formal or informal physical activity settings outside of school. They need to practice shooting using the B E E F principles, dribbling (control/speed), and passing (chest/bounce) kicking on the move using the instructional cues and applying these skills in modified games. As for the middle school students this may be their first time learning these skills and principles though many students have had some experience with these skills in formal or informal physical activity settings inside or outside of school. I am confident that no matter the amount of experience continued practice will be necessary. *to improve psychomotor skills.*

It is vital for adolescent students at the middle/high school grades to continue getting the exercise that they need. Students of this age are changing and growing at different rates due to the onset of puberty. They need activities that encourage them to be active and gain strength. Muscular endurance will help in the development of these students and their health-related fitness.

Cognitive

Students at the high school level have already been introduced to the instructional cues of B E E F, dribbling (control/speed), and passing(chest/bounce) principles and skills They will need to review these points to make sure they can describe how to perform each skill and discuss when/why they are used in game play. Instructional cues for the layup will be introduced for the first time. When students are applying these basketball skills in modified games, they will review previously learned rules and strategies or learn new rules and strategies. Students at the middle school level this may be their first time being introduced to instructional cues of these skills as well as rules and strategies pertaining to basketball.

Students should be thinking about how basketball contributes to their well-being. They need to be able to discuss why it is important to learn these skills and the importance of being active.

Affective

Students at both middle school and high school grade levels have already had experience working with others (partners, small groups) in previous lessons/units. Students need to continue to work with these groupings to continue to develop their ability to show respect for others by making positive comments. They also need to share equipment and space, abide by class rules,

and play fairly without undue argument to continue to develop positive sporting behavior. In addition, students need to participate in activities that may be new to them and will develop self-confidence when they find success and to demonstrate/help others to continue to develop leadership.

Therefore, the focus of this unit is for students to continue their development of their shooting, dribbling, and passing and/or be introduced to those skills as well as the layup. They will be able to perform these skills using the instructional cues. Students should be able to describe how to perform each skill and when they are used in game play. They should also be able to discuss game rules and basic strategies. Finally, students will continue to develop, communication skills, self-confidence, leadership, and respect for others by demonstrating positive sporting behavior in the units activities.

Goals and Objectives

A. Psychomotor: Motor skill development

Addresses NASPE Standard 1: Demonstrates competency in motor skill and movement patterns needed to perform a variety of physical activities.

Addresses NASPE Standard 3: Participates regularly in physical activity.

Goals: Students will be able to perform the set shot/jump shot using the B E E F principle, layup, dribbling(control/speed), and passing (chest/bounce) using the instructional cues and apply these skills in modified games.

Objectives:

1. Students will be able to perform the set shot/jump shot using the B E E F principles:
 - Balance
 - Eyes
 - Elbows
 - Follow-through

2. Students will be able to perform the lay-up using the instructional cues:
 - Approach
 - Step and dip
 - Lift UP
 - Aim
 - Release

3. Students will be able to perform dribble (control) using the instructional cues:
 - Head up
 - Ball close to body – low center of gravity
 - Knee to waist level
 - Pads of fingers
 - Move
 - Protect

4. Students will be able to perform the dribble (speed dribble) using the instructional cues:
 - Keep head up
 - Posture
 - Keep ball within range of control
 - Pads of the fingers

- Accelerate

5. Students will be able to perform the chest pass using the instructional cues:

- Athletic stance/Ball at chest level
- Step
- Release
- Follow Through

6. Students will be able to perform the bounce pass using the instructional cues:

- Athletic stance/Ball at waist level
- Step
- Aim
- Follow through

B. Psychomotor: Health-related fitness

Addresses NASPE Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Addresses NASPE Standard 3: Participates regularly in physical activity.

Goal: Students will continue to develop muscular endurance by participating in warm-up, practice and closing activities.

Objectives:

1. Students will continue to develop muscular endurance by actively participating in practice and closing activities that use repetitive movements.

C. Cognitive: Movement concepts, principles, rules, strategies, and terminology

Addresses NASPE Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of physical activities.

Goals: Students will be able to describe the instructional cues of passing (stationary/moving), trapping (groundball), dribbling (control/speed), kicking (stationary/moving), and discuss the basic rules of soccer.

Objectives:

1. Students will be able to describe the set shot/jump shot using the B E E F principles:

- Balance, knees bent, athletic stance
- Eyes focused on the basket
- Elbow at a nice 90 degree angle
- Follow-through legs arms extended and reaching into the cookie jar

2. Students will be able to perform the lay-up using the instructional cues:

- Approach at a 45-60 degree angle
- Step and dip short step bend at the knee
- Lift shooting arm and knee UP, explode up with your shooting arm and knee moving as a team
- Aim, at the backboard
- Release, the ball with one hand off the finger tips

3. Students will be able to perform dribble (control) using the instructional cues:

- Head up, looking for an open teammate
- Ball close to body – low center of gravity, for control
- Knee to waist level, for control
- Pads of fingers, gently
- Move away from pressure
- Protect the ball using your body and your non-dribbling hand

4. Students will be able to perform the dribble (speed dribble) using the instructional cues:

- Keep head up, looking for an open teammate or at opponents
- Maintain upright posture, to be able to run faster

- Keep ball within range of control, don't push ball too far away
- Pads of the fingers with strong force, need force going outward
- Accelerate forward to ball, Sprint and push again

5. Students will be able to perform the chest pass using the instructional cues:

- Athletic stance/Ball at chest level
- Step in direction of pass with one foot
- Release, force wrist and fingers through the ball
- Follow Through, fingers pointing to target

6. Students will be able to perform the bounce pass using the instructional cues:

- Athletic stance/Ball at waist level
- Step in direction of the pass
- Aim 2/3 distance to the target
- Follow through, fingers pointing to target

7. Students will be able to discuss the following basic rules of basketball:

- Carrying
- Traveling
- Double Dribble
- Fowl

D. Cognitive: Contributions to physical and social/emotional well-being

Addresses NASPE Standard: Values physical activity for health, enjoyments, challenge, self-expression, and/or social interaction.

Goal: Students will be able to discuss how basketball can contribute to their physical and social/emotional well-being.

Objectives:

1. Students will be able to discuss that playing basketball can help them maintain health-related fitness.
2. Students will be able to demonstrate an understanding of how the sport of basketball promotes communication among a team demonstrated by a class discussion and ability to communicate with teammates during warm up, core, and closing activities.

- E. Affective: Personal Development (self-responsibility, self awareness, self expression, self discipline, self confidence, self challenge, leadership, enjoyment)

Addresses NASPE Standard 5: Exhibits responsible personal and social behavior that respects self and other physical activity settings.

Addresses NASPE Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Goal: Students will continue to develop self-confidence and by participating in warm-up, practice, and application activities.

Objectives:

1. Students will continue to develop self confidence by being able step out of their comfort zone and putting forth the effort to find success in an activity.
2. Students will continue to develop leadership by volunteering to demonstrate or helping others.

F. Affective: Social Development (positive social interaction [cooperation and communication], contribution to the group, understanding and respect for differences, respect for others, and positive sporting behavior)

Addresses NASPE Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Addresses NASPE Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Goal: Students will continue to develop respect for others and positive sporting behavior by participating in warm-up practice, and application activities.

Objectives:

1. Students will continue to develop positive sporting behavior by sharing equipment and space, abiding by class rules, playing fairly without undue argument, and encouraging others.