

BLOCK CHART FOR UNIT PLAN SEQUENCE

KEY: I = Introduction
WU = Warm-up

CA = Closing Activity
CD = Closing Discussion
C = Core

Unit: Basketball # Class Periods: 4

Unit Objectives: (Include objectives for psychomotor, cognitive, and affective domains)

Date: 02/27/12	Date: 02/28/12	Date: 02/29/12	Date: 03/01/12	Date: 03/02/12
<p>I [Co-Ed Day] Outline Unit Outline Lesson</p> <p>WU None</p> <p>C/CA The Ultimate Shooting Game</p> <p>CD None</p>	<p>I Review Yesterday Outline Lesson Behavior Expectations</p> <p>WU Dynamic</p> <p>C BEEF Set Shot/Jump Shot/Lay Up Practice with a partner at a hoop</p> <p>CA Basketball Tic-Tac-Toe</p> <p>CD Instructional Cues Understanding that a good shot takes practice</p>	<p>I Outline Lesson Behavior Expectations Dribbling (control/speed)</p> <p>WU Dribble Tag</p> <p>C Rules: Double Dribble/Pivot foot 1 hand Carrying Traveling</p> <p>CA Side-line Basketball</p> <p>CD Instructional Cues Double Dribble Rule Dribbling Strategies Contributions to well-being [Confidence]</p>	<p>I Review Handout Outline Lesson Behavior Expectations Passing (chest/bounce)</p> <p>WU Partner Passing</p> <p>C/CA Fowls and Defense Side-line Basketball</p> <p>CD Instructional Cues Passing Strategies Contributions to well-being [Communication]</p>	<p>I [Co-Ed Day] Outline Lesson</p> <p>WU None</p> <p>C/CA The Ultimate Shooting Game</p> <p>CD Unit Summary/Conclusion Discuss student resources to continue or expand their knowledge/participation in Basketball</p>

Equipment Needed:

Lesson 1:

Tape
4 Hoops
8 Basketballs

Lesson 2:

12 Basketballs
Homemade Tic-Tac-Toe boards (w/ Xs and Os) *for 3 baskets?*

Lesson 3:

19-23 Basketballs
12 Pinnies

Lesson 4:

19-23 Basketball Handouts
12 Basketballs
12 Pinnies

Lesson 5:

Tape
4 Hoops
8 Basketballs

Integration with School-wide Goals and/or Other Curriculum Areas:

Being respectful, people and things

This unit supports this school-wide goal because during my basketball unit and through specific practice activities and game play students will continue to develop respect for others by making positive comments and listening while others are speaking.

Health

This unit supports this school-wide goal because during my basketball unit students will be able to aerobically participate and continue to develop/maintain their health-related fitness because in basketball students will have the opportunity to develop their muscular endurance by participating in repetitive movements such as shooting, dribbling, passing, and moving up and down the court in practice and closing activities.

Resource Material/References Used:

Teacher Resources

Dynamic Physical Education for Secondary School Students By: Darst& Pangrazi

Basketball Steps to Success By: Hal Wissel

Basketball Class Notes and Documents, Coach Boucher, Keene State College

space
Student Resources

www.NBA.com

March Madness:

<http://www.ncaa.com/march-madness>

<http://www.teamrankings.com/>

http://en.wikipedia.org/wiki/NCAA_Men%27s_Division_I_Basketball_Championship

Backyard activities:

<http://www.livestrong.com/article/337176-easy-basketball-games/>

<http://www.coachesclipboard.net/YouthBasketballGames.html>

Information about the game:

<http://www.breakthroughbasketball.com/basics/basics.html>

<http://www.dummies.com/how-to/content/basketball-for-dummies-cheat-sheet.html>

<http://www.sporting-central.com/find-a-basketball-court.html>

Keene State Owl Basketball Camps: Boys and Girls

http://keeneowls.com/camps/Basketball/Basketball_Camps

Unit Evaluation:

I know my motor skill development goal and objectives have been met if students can perform B E E F principles, lay-up, dribbling (control/speed), and passing (chest/bounce) skills using the instructional cues and apply these skills in modified games and activities. This will be assessed by teacher observation throughout the unit.

I know my health-related fitness goal and objective has been met if students have continued to develop their muscular endurance by participating in practice activities and closing activities that use repetitive movements. This will be assessed by observing the students effort during activity.

I know my movement concepts, principles, rules, strategies, and terminology goals and objectives have been met if students are able to describe the instructional cues of B E E F principles, lay-up, dribbling (control/speed), passing (chest/bounce) and discuss the basic rules of basketball. This will be assessed by asking questions during class discussion and students self-officiating during game play.

I know my contributions to physical and social/emotional well-being goals and objectives have been met if students are able to discuss how basketball can contribute to their physical and social/emotional well-being. This will be assessed by asking questions during class discussions and demonstrated the ability to communicate with teammates during warm up, core, and closing activities.

I know my personal development goals and objectives have been met when students have continued to develop self-confidence and leadership by participating in warm-up, practice, and application activities. This will be assessed by giving feedback and observing progression over the course of the unit.

I know my social development goals and objectives have been met when students have continued to develop positive sporting behavior by participating in warm-up, practice, and application activities. This will be assessed by the students ability to share equipment and space, abiding by class rules, playing fairly without undue argument, and encouraging others.

Student Evaluation

Student Evaluation (Secondary)

Unit: Basketball

Grade Level: 7th-12th

Instructional Goal (list instructional goal for each category below)	Method of formative evaluation (list how students will receive feedback during the unit)	Method of summative evaluation (list title of assessment tool)	% final grade (indicate what percentage will be used in determining a student's final grade)
Motor skill development: 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.	Teacher Observation	N/A	5%
Health-related Fitness: Students will continue to develop muscular endurance by participating in warm-up, practice and closing activities.	Teacher Observation	N/A	10%
Movement concepts, principles, rules, strategies, terminology: Students will be able to describe the instructional cues of B E E F principle, layup, dribbling(control/speed), and passing (chest/bounce) and discuss the basic rules of basketball.	Questions during class discussion Student self-officiating	N/A	15%
Contributions to physical and social/emotional well-being: Students will be able to discuss how basketball can contribute to their physical and social/emotional well-being.	Questions during class discussion Teacher Observation of team communication	N/A	25%
Personal Development: Students will continue to develop self-confidence and leadership by participating in warm-up, practice, and application activities.	Teacher Feedback Teacher Observation of Progress	N/A	15%
Social Development: Students will continue to develop respect for others through positive sporting behavior by participating in warm-up practice, and application activities.	Teacher Feedback Teacher Observation	N/A	30%

Total = 100%