



Manhattan Center for Science and Math High School

Physical Education Department Curriculum

Basketball

<http://mcsportal.net>

Marking Period 1

Topic and Essential Question (6 Week Unit)

Week 1-What is the history of basketball? What are some ball handling drills we can do to get familiar with the equipment? How do we correctly dribble a basketball? What are the correct steps and important cues to dribbling a basketball?

Week 2-What are the different ways in which we can pass a basketball? How do we correctly execute the chest pass? How do we correctly execute the bounce pass? How do we correctly execute the overhead pass? When is it appropriate to use each of the learned passes? How do different game situations require us to use different passes we learned?

Week 3-What is a lay-up and how do we correctly execute this type of a shot? What are the correct steps to properly execute a lay-up? What is a fouls shot and how do we properly execute this type of a shot? What is a free throw and what makes free throws difficult for a lot of players? How do we correctly execute a jump shot?

Week 4- What are some of the offensive strategies a team might use in the games we are playing? How can we use all of the learned kills and concepts to have successful games? How is defense properly executed in the game of basketball?

Week 5-How can we improve on the skills we are currently using in the basketball games? How do the games we are playing on the half-court differ from playing full-court games? What are some strategies the teams can use to improve the game play?

Week 6- What have we learned from the basketball unit and the games we played?

Unit/Topics

Week 1- History of basketball, ball handling skills, dribbling

Week 2- passing drills, combining all of the skills learned into different drills

Week 3- Shooting a basketball ball, different types of shooting

Week 4- GAMEPLAY-Rules of the game, basketball positions, rule modification in the gymnasium 3 vs. 3 at each basket

Week 5- GAMEPLAY-strategies, reflection on the skills, penalties and free throws

Week 6-GAMEPLAY- physical and written assessment

SWBAT/Objectives

Student Learning Outcomes/Student Objectives:

Psychomotor domain-

As a result of participating in the basketball unit, students will use the learned skills (passing, dribbling, shooting, defending) to play 3 vs. 3 games with their peers. Students will learn the correct way of performing each skills and how to combine all of the skills when working with teammates.

Cognitive domain-

As a result of participating in the basketball unit, students will understand the correct steps needed to execute each skills and when it is appropriate for the student to use the skills. Students will also understand the concept of teamwork, sportsmanship, and formations in order to play a successful game of basketball.

Affective domain-

As a result in participating in the basketball unit, students will learn through peer demonstrations, class discussions, group and individual practice. Students will be able to work with their peers to improve on the skills learned in the unit and apply the knowledge gained to play a game of basketball outside of the school physical education setting.

Vocabulary/Key

Ball handling skills, chest pass, bounce pass, overhead pass, free throw, lay-up, assist, jump shot, guard, three point line, technical foul,

Terms three man weave, dribble, cross, fake, air ball, backboard, box out, carry the ball, court, field goal, end line, double dribble, forwards, rebound, screen, shot clock, traveling, zone defense, man to man defense

Assessments: Visual Assessment, Skill Rubrics, Physical Skill Assessment, Written Assessment

**NYS
Standards/Common
Core Standards:**

NYC Content Standards/Benchmarks:

Personal Health & Safety:

This lesson incorporates the key idea of motor performance. The students will number of basketball skills which they will use when playing basketball games.

A Safe and Healthy Environment:

The unit incorporates the key ideas regarding personal behavior during physical activity. The students will follow the rules and directions of the lesson's activities, drills, and procedures. Students will also learn the key terms and use the vocabulary in the game setting. Students will adhere to the modifications set in place to safely participate in the games.

Resource management:

This unit will teach students the necessary skills students will need to play a game of basketball. From the knowledge gained students will be able to play the game on their own free time outside of the school setting.

**Differentiated
Instruction:**

- Flexible grouping
- Cooperative Learning
- Visual Learning through peer demonstration
- Motivation through visual and interactive questions
- Reading Resources

ELLs:

1. Grouping students who are ELL with students who speak the same language
2. Visual demonstration of the skills and drills

SWDs:

1. Review of the skills and concepts learned in the previous lesson
2. Grouping with students who are excelling at the skill to aid students who are having difficulties

High-Achievers:

Use the students how are high achieving in the sport/skill to work with students are learning the skills. Students will be asked to present the skill to the class and explain the best sequence of steps he/she used in order to successfully execute the skill.

Resources/Books Rubrics, Reading materials sent through Pupil Path,

Homework: Per Teacher