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| STAGE 1 – DESIRED RESULTS |
| **Unit Title: Sport Education: Basketball** **Established Goals:** PK-12 Standard 2: Demonstrates understanding of movement concepts,principles, strategies, and tactics as they apply to the learningand performance of physical activities.Students will be able to differentiate between modified and authentic play of basketball.Students will demonstrate effective skills such as passing, shooting, dribbling and transistions in the game of basketball. **Wisconsin Standards for Physical Education. (2010). *Wisconsin Department of Public Instruction*. Madison, WI.****Retrieved from** [**https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/pewiscstandards.pdf**](https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/pewiscstandards.pdf) |
| **Understandings:** *Students will understand that…** The rules and concept of a competitive game of basketball differ from drills and modified games.
* Different types of passing, dribbling, shooting, and transitions on a basketball court effective game play.
* Comprehend that there are multiple positions and components to a basketball team and season (i.e. coach(s), players, stat manager, equipment manager, pre-season, regular season, post-season, etc.)
 | **Essential Questions:*** What is the importance and role of each player and position on a basketball team?
	+ …Basketball season
* What are the rules and strategies used in a competitive game of basketball?
* Why is it important to work *as a team*?
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| Students will know:* The importance of following rules and strategies in a game of basketball.
* The different types of passing, dribbling, shooting, transitions, and plays on a basketball court.
* The multiple positions on a basketball team and season (i.e. coach(s), players, stat manager, equipment manager, pre-season, regular season, post-season, etc.)
* The difference between game play and modified drills and strategies used to progress into authentic game play.

  | Students will be able to:* Play both modified games of basketball (half court, small teams, modified rules, etc.) and practice strategies and drills used in game play.
* Understand the different components that make up a basketball team/season.
* Differ between authentic game play and modified game play.
* Demonstrate passing, dribbling, shooting, and transitional skills used in a game.
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| STAGE 2 – ASSESSMENT EVIDENCE |
| **Performance Tasks:*** Game play both authentic (competitive) and modified games will be played and scored on. Both by peer assessment as well as teacher (Rubrics)
* Peer assessment – Checklists
* Short quiz at the end for understanding of the rules and strategies of the game of basketball.
* Teacher observation
 | **Other Evidence:*** Personal and social responsibility: Teacher observation, team work as a class.
* Short Quiz
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| **Key Criteria:*** Make sure students understand the concept of sport education in basketball.
* Strategies, skills, and drills used in both modified games and authentic game play.
* Check for understanding *throughout unit*.
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| STAGE 3 – LEARNING PLAN |
| **Summary of Learning Activities:*** Students will begin with demonstrations and practice drills by instructor.
* Modified and beginning drills will be practiced for the first few days of unit, comprehending and understanding the plays and moves in a basketball game.
* Students will be organized to maximize initial and sustained engagement as well as effective learning.
	+ Teams will be divided and decided by teacher.
	+ Peer assessment will be provided by groups and/or partners.
	+ Students will take a short exit slip/quiz at the end of the unit to fully understand the rules and concepts of an authentic game of basketball
* Students will understand where the unit is going and what is expected of him/her.
	+ Multiple progressions and drills will be used in place of competitive game play in the beginning of the unit
	+ Short observational instruction will be followed by the teacher to make sure students fully understand the concepts and skills of the game of basketball
	+ Students will have a full understanding of what is expected of him/her at the beginning of the unit demonstrated and instructed by the teacher.
* Equipping students, help them experience key ideas, and explore issues in the game of basketball.
	+ Progressions before the game of basketball
	+ Questions throughout less, review skills, plays, concepts before moving on.
	+ Peer assessment (review what students know and need to know).
* Students will end with the full knowledge and concept of how to play, where the game is played, what consists of a team, and the many techniques and strategies used in a game of authentic basketball.
* Students will be critiqued and given feedback by instructor and peers at the end of the unit to ensure a full understanding on the topic (use for feedback and improvement in the future).
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