

Englewood Public School District

Physical Education

Grade 6

Unit 2: Speedball and Basketball

Overview: Fitness, body awareness and coordination can be achieved through sports and recreational games. Students can apply skills learned in sports and recreational games in the future to develop well-rounded lives, achieving social, emotional and physical health. Team work and cooperation are emphasized as students must communicate effectively with peers to achieve success in sports and recreational games. Lifelong enjoyment of sports and recreational games such as basketball and other ball games can begin with teaching and practice at a young age.

Time Frame: One Marking Period

Enduring Understandings:

- *Aerobic exercise is critical to overall health of an individual.*
- *Body awareness and coordination are necessary components of a well-grounded individual.*
- *Cooperation within a team/group is necessary for success in all areas.*
- *Basketball can be a lifetime activity.*
- *Playing basketball can be an effective way to increase cardiovascular endurance.*

Essential Questions:

- *What components of fitness does speedball encompass?*
- *How does team speedball increase the fitness level of each individual?*
- *How does working on a team help improve cooperation and communication skills?*
- *What skills are necessary to be successful in basketball?*
- *Why are teamwork and communication important in basketball?*
- *What fitness components are necessary to be successful in basketball?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<p><u>Comprehensive Health and Physical Education</u></p> <p>2.5.6.A.1</p>	<p style="text-align: center;">Topics</p> <p>Speedball</p> <p style="text-align: center;">Objectives</p>	<p>Students will hear and view the rules of the game.</p>	<p>Equipment:</p> <ul style="list-style-type: none"> • Cones • Gator skin balls • Pinnies • Basketball hoop 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Self-assessment • Teacher observation

Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.6.A.2

Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.

2.5.6.B.1

Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.

2.5.6.C.2

Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.

Students will know and be able to:

- Explain the safety rules of each activity
- Effectively move safely through space while actively participating. This will benefit their development of spatial awareness.
- Demonstrate an understanding of movement concepts and the use of motor skills.
- Demonstrate the ability to use decision making skills of appropriate goal setting, risk taking, and problem solving.
- Demonstrate and understanding and respect for themselves, each other, equipment, and the rules of the game.
- Students will be able to identify the safety rules of the unit.
- Students will be able to explain how hand-eye coordination, communication skills, team strategy and spatial awareness are developmental components used in team handball.

Students will skype with partner school in another culture/country to find out what sports are popular in that country. They will discuss with those students their access to sports equipment and space, and cost of sports in their community. (NJSLs SL 6.1)

In small groups, students will create a blog describing how these sports are similar to/different from sports in America. (NJSLs W6.6)

Speedball skills/games (Unit plan):

- Kicking
- Dribbling
- Throwing (Partner Overhand Throw)
- Chest Pass
- Punting
- Kick-up Skills
- Keep Away Game
- Soccer Baseball
- Tap Ball

- Nets

Speedball Unit Plan:

Tap Ball

<http://www.pecentral.org/lessons/ViewLesson.asp?ID=8561#.WjALektG1Bw>

Teacher Resources:

Speedball: Beginning Lesson, Connie Lavergne
<https://youtu.be/Q2u5qc5e14s>

Speed Ball, Attaching a Goal, Defending a Goal, Moving the Object Forward, The Physical Educator,
<https://thephysicaleducator.com/game/speed-ball/>

Speedball Unit

Benchmark

Assessment:

Common Formative Assessment

Summative Assessment:

- Demonstrated mastery in speedball skills, knowledge of rules, regulations and strategies

Speedball Skills Rubric, Wittenberg-Birnamwood School District
<http://www.wittbirn.k12.wi.us/faculty/tbacon/Rubrics/Speedball%20Rubric.pdf>

Alternative Assessment:

Peer Assessment – Speedball Passing, Shape Washington, Society of Health and Physical Educators,
http://www.shapewa.org/uploads/3/4/6/9/3469610/speedball_passing_assessment.pdf.

2.6.6.A.2
Determine to what extent various activities improve skill-related fitness versus health-related fitness.

- Students will be able to demonstrate proper technique when performing specific unit skills: dribbling, passing, shooting, and defending.
- Students will be able to self-assess their progress through game play.
- Students will be able to justify the benefits of speedball as a cardiovascular activity that also incorporates agility.
- Play safe, play fair and have fun!

- Tactical Problems/Solutions:
- Offensive
 - Maintaining Possession
 - Create Space
 - Attack Goal
 - Defensive
 - Defend Possession
 - Defend Space
 - Defend Goal

Students will reflect on what they learned by writing a journal entry explaining how speedball enhances fitness. (NJSLs W 6.10)

Comprehensive Health and Physical Education

2.5.6.A.1
Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.6.A.2

Topics		Equipment:	Formative Assessments:
Basketball	Students will explain to a peer the rules of basketball, then share out to the class. (NJSLs SL 6.1)	<ul style="list-style-type: none"> • Basketballs • Cones • Pinnies 	<ul style="list-style-type: none"> • Teacher observation • Feedback on form
<p>Objectives</p> <ul style="list-style-type: none"> • Demonstrate an effective chest pass • Demonstrate an effective bounce pass • Demonstrate effective dribbling • Demonstrate effective shooting • Describe and demonstrate the positions on the court 	<p>Students will watch a video about shooting form and a clip about defense will share the main idea with a peer. (NSLS RI 6.1)(NJSLs RI 6.7)</p> <p>Defense Drills:</p> <ul style="list-style-type: none"> • Defensive Mirrors • Defensive Specialist • One on One • Zig Zag Slides 	<p>Improve Shooting Form: https://www.youtube.com/watch?v=WRSQ0qoAX9s</p> <p>Michael Jordan’s Basketball Lesson https://youtu.be/UECvWpSBfU8</p> <p>Defense Drills: https://www.basketballforcoaches.com/basketball-drills-and-</p>	<p>Summative Assessments: Understanding the Key Points for Basketball Skills, PE Central, http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=4385#.WjKKgktG1Bw</p> <p>Man-Defense in Basketball, http://www.pecentral.org/lessonideas/ViewLesson.</p>

Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.

2.5.6.B.1

Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities

2.5.6.B.2

Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement.

2.5.6.C.1

Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.

2.5.6.C.2

Apply rules and procedures for specific games, sports, and other competitive activities

- Describe the basic rules of play
- Demonstrate good sportsmanship
- Explain the importance of using teamwork

Basketball games:

- [Bottle Cap Basketball](#)
- [Basketball Mania Shooting Basketball Stars](#)
- [Macarena Basketball Review](#)
- [Freeze Basketball Defense](#)
- [Basketball Station Team Challenge](#)
- [Shoot, Pass and Score More](#)
- [Basketball Shooting Stations](#)

Students will track the number of free throws that they took, and the number that they made. Students will use ratio language to describe the relationship between those 2 data points. (NJSL 6.RP.A.1)

[games-for-kids/#ShootingDrills](#)

Basketball Games:
<https://www.pecentral.org/marchmadness.html>

[asp?ID=4267#.WjKLEEtG1Bw](#)

Basketball Defense, PE Central,
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=4257#.WjKLSEtG1Bw>

Basketball Lay-Up, PE Central,
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=6389#.WjKLmUtG1Bw>

Alternative Assessments:

- Self-assessment
 - Basketball Man Defense, Alternative Assessment, PE Central,
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=4582#.WjKMBEtG1Bw>

and describe how they enhance participation and safety.

2.6.6.A.2

Determine to what extent various activities improve skill-related fitness versus health-related fitness.

Key Vocabulary:

Speedball

- **Field goal** – A field goal is scored when a ball that has been kicked or legally played with any part of the body passes between the goal posts and under the crossbar. A field goal count for 2 points
- **Dropkick** – A dropkick is made when the ball passes over the crossbar after having been dropkicked from the field of play outside the penalty area. A dropkick counts for 3 points.
- **Touchdown** – A touchdown is scored when an offensive player passes the ball to a teammate who catches it behind the opponents goal line. A touchdown counts for 1 point.
- **Penalty Kick** – A penalty kick is scored when the player awarded the try, kicks the ball between the goal posts and under the crossbar. A penalty kick counts 1 point.
- **Trapping** – In trapping the ball with the foot, the player extends the leg forward toward the ball with the heel 4 to 5 inches above the ground and the toe pointing upward. The sole of the foot is presented to the ball as it approaches. When the ball comes within reach of the foot, press down and trap the ball between the sole of the foot and the ground.
- Punting
- Passing

Basketball

- **Backboard** – The rectangular piece of wood or fiberglass the rim is attached to.
- **Carry** – This penalty, which results in a turnover, occurs when a player holds the ball excessively at the apex while dribbling.
- **Free Throw** – A free shot given to a player after a foul or a technical foul. The player shoots from the 15-foot free throw line while the rest of the players line up along the outside of the key.
- **Lay-Up** – A shot taken close to the hoop, usually when a player is moving toward the basket.

Integration of 21st Century Standards:

9.2.8.B.3

Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/ This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements. This will include allowing more opportunities to demonstrate creativity.

English Language Learners

- Relate to sports in students home country if new-comer
- Videos should include closed captions in student’s native language (as appropriate)
- Speak and display terminology and movement
- Teacher modeling
- Peer modeling
- Label classroom materials
- Word walls

Special Education

- Utilize modifications & accommodations delineated in the student’s IEP
- Work with paraprofessional
- Provide prompts and reminders
- Break tasks into manageable chunks
- Use multi-sensory teaching approaches. Textured balls, and other props provide helpful visual, auditory, and tactile reinforcement of ideas.
- Work with a partner
- Provide concrete examples and relate all new movements to previously learned moves (practice kicking into the air first).
- Solidify and refine concepts

At-Risk

- Provide analogies (this is like...)
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Peer Support
- Reminders can be provided
- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Review behavior expectations and make adjustments as needed.

Gifted and Talented

- Students can create more complex word problems for teacher to solve
- Inquiry-based instruction
- Students can “correct” peers math problems
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content (other sports)
- Real world scenarios
- Student Driven Instruction

	<p>through repetition.</p> <ul style="list-style-type: none"> ● Change movement requirements ● Focus on student's attempts instead of precise form 		
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Interdisciplinary Connections:

ELA - NJSLS/ELA:

NJSLS RI 6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

NJSLS W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

NJSLS W 6.10 Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

NJSLS SL 6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Math:

6.RP.A.1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."*

Integration of Technology Standards NJSLS 8:

8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.

8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP12. Work productively in teams while using cultural global competence.

