

Englewood Public School District

Physical Education

Grade 7

Unit 3: Basketball, Volleyball, and Racquet Sports

Overview: Basketball, volleyball and racquet sports will be introduced in order to develop physical fitness and motor skills. Cooperation will be emphasized as students learn to communicate and work together with their peers. Coordination and body awareness are also engaged as students develop lifelong fitness habits.

Time Frame: One Marking Period

Enduring Understandings:

- Basketball can be a lifetime activity.*
- Playing basketball can be an effective way to increase cardiovascular endurance.*
- Volleyball can be a lifelong activity.*
- Volleyball is becoming very popular on a global basis.*
- 800 million people play volleyball at least once a week.*
- Students learn how to keep active and use Badminton as a life-long recreational activity.*

Essential Questions:

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

Standards	Topics and Objectives	Activities	Resources	Assessments
<u>Comprehensive Health and Physical Education</u>	Topics Basketball Objectives	Students will complete a webquest on the NBA lottery, answering	Equipment: <ul style="list-style-type: none"> • Basketballs • Cones • Pinnies 	Formative Assessments: <ul style="list-style-type: none"> • Teacher checklist of student techniques:

2.5.8.A.1
Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).

2.5.8.A.2
Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.

2.5.8.A.4
Detect, analyze, and correct errors and apply to refine movement skills.

2.5.8.B.1
Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.

2.5.8.C.1
Assess player behavior for evidence of sportsmanship in individual, small group, and team activities.

2.5.8.C.2

Students will:

- Develop the skill of a chest pass
- Develop the skill of a bounce pass
- Develop the skill of dribbling
- Develop the skill of shooting
- Learn the positions on the court
- Learn the basic rules of play
- Demonstrate good sportsmanship
- Understand the importance of using teamwork

questions about probability. **(7.SP.B)**

Students will present their findings on a class webpage (section of school website). **(W.7.6)**

PE Central Basketball Lesson Plans:

- Bottle Flip Basketball
- March Madness Basketball Activities
- Capture the Flag Basketball Activities
- Pivot Practice in Basketball Dribbling
- Freeze Basketball Defense
- Basketball Shooting Stations
- Basketball Station Team Challenge

Basketball Unit Plan, Vander Wal:

- Introduction and Warm Up
- Passing
- Dribbling
- Shooting and Offense/Defense
- “11 Man”
- 4-0n-4

NBA Lottery Webquest:
<https://www.mathgoodies.com/Webquests/sports>

PE Central Basketball Lesson Plans,
<http://www.pecentral.org/lessonideas/searchresults.asp?category=53>

Basketball Unit Plan, Vander Wal,
www.collinvw.weebly.com/uploads/1/3/9/5/13950178/unitplan.pdf

5 Skill-Based Basketball Games for PE! Gopher Sport,
<https://www.gophersport.com/blogentry/11>

Basketball Passing, Nathaniel Suchyna, Canisius College, Teachers.net,
<https://teachers.net/lessonplans/posts/3111.html>

Breakthrough Basketball Drill Lessons:

- Jump, Stop, Drill - <https://www.breakthroughbasketball.com/fundamentals/bigelow-footwork-body-control.html>

- Steve Nash Passing Series -

shooting, dribbling and passing

- Students’ self evaluation of team work and collaboration
- Instructors will observe students to identify increased accuracy and efficiency in skill performance
- Instructors will evaluate students for game performance in relationship to defense and offense strategies

Summative Assessments:
 Middle School Basketball Assessment, IRubric,
<https://www.rcampus.com/rubricshowc.cfm?code=PC387A&sp=yes&>

Middle School Basketball Assessments, Spark,
www.sparkpe.org/wp-content/.../Sample-SPARK-Middle-School-PE-Assessments.pdf

- Self-check
- Peer coaching
- Coulda, Shoulda, Woulda

Benchmark Assessment:
 Common Formative Assessment

Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.

5 Skill-Based Basketball Games for PE! Gopher Sport:

- Around the Gym Knockout
 - Team Knockout
 - Dribble Tip Over
 - Pass, Dribble, Shoot, Score!
 - Dribble Mania
- Basketball Passing, Nathaniel Suchyna, Canisius College, Teachers.net:
- Introduction
 - Dribbling
 - Chest Pass
 - Bounce Pass
 - Pass-only Basketball

Breakthrough Basketball Drill Lessons:

- Jump, Stop, Drill
- Steve Nash Passing Series
- Fast Break Drill
- Defensive Challenge
- Full Court Press Breakers Drill
- Defense Drill – 1,2,3 Progression
- Chair Changes
- Middle Man Passing
- Reaction Rebounding

Students will collaborate with peers to design a

<https://www.breakthroughhbasketball.com/drills/bi-glow-one-hand-passing.html>

- Fast Break Drill - <https://www.breakthroughhbasketball.com/drills/3on2FullCourtDrill.html>
- Defensive Challenge - <https://www.breakthroughhbasketball.com/drills/defensivechallenge.html>
- Full Court Press Breakers Drill - <https://www.breakthroughhbasketball.com/drills/full-court-press-breaker-drill.html>
- Defense Drill – 1,2,3 - <https://www.breakthroughhbasketball.com/drills/123progression.html>
- Chair Changes - <https://www.breakthroughhbasketball.com/drills/chairchanges.html>
- Middle Man Passing - <https://www.breakthroughhbasketball.com/drills/middlemanpassing.html>
- Reaction Rebounding - <https://www.breakthroughhbasketball.com/drills/reaction-rebounding.html>

Alternative Assessments:

- Performance assessment
- Heart rate monitor log
- Pedometer tracking log

Google form to survey peers about their interest/knowledge about basketball (college basketball vs. pro, men's vs. women's, popularity of teams that they follow, etc.) Students will share their findings with peers. (W.7.7)(SL.7.1)

hbasketball.com/drills/reactionrebounding.html

Comprehensive Health and Physical Education

2.5.8.A.1
Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).

2.5.8.A.2
Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.

2.5.8.A.4
Detect, analyze, and correct errors and apply to refine movement skills.

2.5.8.B.1

Topics

Volleyball

Objectives

Students will:

- Develop the skill of passing a volleyball
- Develop the skill of setting a volleyball
- Develop the skill of serving a volleyball
- Learn the positions on the court and the rotation of players to serve
- Learn the rules of play
- Demonstrate good sportsmanship
- Understand the importance of using teamwork

Students will analyze an infographic explaining social media's impact on sports. (RH.6-8.7)

Students will write an argumentative piece, making a claim about social media's influence on sports and supporting the claim with evidence from the infographic. (W.7.1)

Volleyball Unit Plan, Steven Baker, Livonia Public Schools:

- Serving
- Bumping
- Scoring
- Etiquette
- Hitting
- Bump, Set and Hit
- Positions
- Communication

Equipment:

- Volleyballs
- Nets
- Standards
- Scoreboards

Impact of Social Media on sports:

<http://promovertime.com/infographic-importance-social-media-sports/>

Volleyball Unit Plan, Steven Baker, Livonia Public Schools, <https://msu.edu/~bakers12/Volleyball%20Unit%20Plan.html>

Volleyball Unit Plan, Brett Smalley, GAC Middle and High School, www.homepages.gac.edu/~mwenstro/volleyballunit.pdf
 West Virginia University PETE Unit Plan, Slide Share <https://www.slideshare.net/mbaus13/vball-up>

Formative:

- Teacher checklist of student technique
- Students' self evaluation of team work and collaboration

Summative:

Volleyball Physical Education Performance Assessment - https://k10outline.scsa.wa.edu.au/_data/assets/pdf_file/0004/202576/Physical-Education-Performance-Assessment-Support-Material-Volleyball.PDF.

Volleyball assessment rubric - <http://www.rcampus.com/rubricshowc.cfm?code=Z44W58&sp=true>

Alternative Assessment:

- Students will select a personal volleyball

Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.

2.5.8.C.1

Assess player behavior for evidence of sportsmanship in individual, small group, and team activities.

2.5.8.C.2

Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.

Volleyball Unit Plan, Brett Smalley, GAC Middle and High School:

- Battle ball
- Pickle in the Middle
- New comb
- One-line digging
- Around the world sit-ups
- Zig-zag
- Cone drill
- Toss ball
- Modified newcomb
- Backboard
- Ali shuffle
- High outside set drill
- Three to nine
- Option Volleyball
- Double bunny hop
- Queen/King of the court
- Jungle trail
- Doubles tournament
- Black hole
- Ball toss drill
- Stepping stone
- Balloon volleyball
- Serve, forearm pass, set or back set and attack drill
- Volleyball relay
- Underhand serve drill
- Frozen tag
- Sitting volleyball

Great Activities, PE Matters!

- The Wheel of Fitness

Pe Volleyball Lesson & Unit, Matthew Hagy,
<https://youtu.be/YlXt5BVn23w>

Great Activities, PE Matters!
The Wheel of Fitness,
<https://greatactivitiesonline.com/the-wheel-of-fitness/>

Great Activities, PE Matters!
Popping Corn,
<https://greatactivitiesonline.com/popping-popcorn/>

Great Activities, PE Matters!
Foxtail Volleyball,
<https://greatactivitiesonline.com/foxtail-volleyball/>

Great Activities, PE Matters!
Whippit,
<https://greatactivitiesonline.com/whippit/>

goal and evaluate their success in attaining their goals

- Students will evaluate their peers on teacher-selected topics (i.e. bumping, setting, passing, etc.)

- Popping Corn
- Foxtail Volleyball
- Whippit

Comprehensive Health and Physical Education

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2.5.8.A.2
Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.

2.5.8.A.4
Detect, analyze, and correct errors and apply to refine movement skills.

2.5.8.B.1
Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.

Topics	Objectives	Equipment:	Formative:
Racquet Sports	<p>Students will learn about famous African Americans in tennis. (RH.6-8.7)</p> <p>Students will work with a team to learn about a famous player and will create a biography (cereal box) to present to the class. (WHST.6-8.6)(SL.7.2)</p>	<p>Equipment:</p> <ul style="list-style-type: none"> • Badminton nets • Birdies • Rackets <p>African Americans in Tennis: https://res.cloudinary.com/ithf/raw/upload/v1485361471/Breaking_the_Barrier.pdf</p> <p>PE Central Racquet Sports Lesson Plans, Knee Ping Pong, http://www.pecentral.org/lessons/ideas/ViewLesson.asp?ID=10454#.WgsH8kdryX0</p> <p>PE Central Racquet Sports Lesson Plans, Volleyball Tennis, http://www.pecentral.org/lessons/ideas/ViewLesson.asp?ID=8501#.WgsIAkdryX0</p> <p>PE Central Racquet Sports Lesson Plans, Extreme Ping Pong, http://www.pecentral.org/lessons/ideas/ViewLesson.asp?ID=8123#.WgsIMkdryX0</p>	<p>Formative:</p> <ul style="list-style-type: none"> • During game play, instructors will analyze selected skills (i.e. serving, volleying, etc.) • Students self evaluate their cardiovascular performance (resign heart rate and blood pressure) before and after game play
	<ul style="list-style-type: none"> • Demonstrate a basic knowledge of safety while using equipment on the court • Demonstrate the basic skills of badminton • Demonstrate the basic knowledge of rules of the game • Vary the personal performance of basic skills by systematically applying movement concepts while participating in racquet sports • Demonstrate appropriate behaviors as a participant in class • Perform for 12-15 minutes of continuous activity • Demonstration an understanding of basic <ul style="list-style-type: none"> • Cardio warm up and flexibility • Teacher lecture and demonstration of the serve • Teacher lecture and demonstration of the clear • Teacher lecture and demonstration of the smash • Teacher lecture and demonstration of the drive • Teacher lecture and demonstration of the drop shot 		<p>Summative:</p> <p>Middle School Badminton Scoring Guide, page 9, Missouri Department of Elementary and Secondary Education: https://dese.mo.gov/collegereadiness/curriculum/health-physical-education-school-wellness/health-and-physical-0</p> <p>Racquet Sports Rubric, Milford Public Schools, http://www.milforded.org/page.cfm?p=10696</p> <p>Alternate Assessment:</p>

2.5.6.B.3
Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.

2.5.8.C.1
Assess player behavior for evidence of sportsmanship in individual, small group, and team activities.

2.5.8.C.2
Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.

concepts of racquet sports

- Teacher lecture and demonstration of net blocks
- Skill drills and practice
- Teacher lecture and demonstration of rules
- King of the court challenge
- Singles and doubles game play

PE Central Racquet Sports Lesson Plans:

- Knee Ping Pong
- Volleyball Tennis
- Extreme Ping Pong
- Throw and Catch Tennis
- Wally Badminton
- Service Anyone?
- Relay Golf
- No Racket Tennis

Racquet Sport Unit, Missouri Department of Elementary and Secondary Education:

- Target game
- Lead-up games
- Singles badminton
- Doubles badminton
- Badminton etiquette

PE Central Racquet Sports Lesson Plans, Throw and Catch Tennis, <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=811#.WgsIQUdryX0>

PE Central Racquet Sports Lesson Plans, Wally Badminton, <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=2137#.WgsIUEdryX0>

PE Central Racquet Sports Lesson Plans, Service Anyone? <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=2005#.WgsIXkdryX0>

PE Central Racquet Sports Lesson Plans, Relay Golf, <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=815#.WgsIh0dryX0>

PE Central Racquet Sports Lesson Plans, No Racket Tennis, <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=814#.WgsIuUdryX0>

Racquet Sport Unit, Missouri Department of Elementary and Secondary Education, <https://dese.mo.gov/college->

- Students will conduct a peer evaluation of their partner's swing and serve

Key Vocabulary:

Basketball

- **Airball** – A shot at the basket that misses everything and doesn't touch the rim, backboard or net.
- **Alley-Oop** – When one player jumps and catches a pass from another player and simultaneously dunks the ball or shoots it in before landing.
- **Assist** – A statistic that occurs when a player passes the ball to someone who scores after receiving the pass. The passing player earns an assist in the stat sheet.
- **Box Out** – When a shot goes up, players use this technique, which involves widening their stance and arms and using their body as a barrier to get in better rebounding position.
- **Carry** – This penalty, which results in a turnover, occurs when a player holds the ball excessively at the apex while dribbling.
- **Double Dribble** – This penalty, which results in a turnover, occurs when a player dribbles the ball with both hands. It also occurs when a player dribbles, stops dribbling, and then begins to dribble again.
- **Elbow** – The area of the court where the free throw line meets the side of the key or paint.
- **Fast Break** – An offensive action where a team attempts to advance the ball and score as quickly as possible after a steal, blocked shot or rebound.
- **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.
- **Travel** – A penalty, which results in a turnover, where an offensive player moves his or her pivot foot illegally or takes three steps without dribbling the ball.

Volleyball

- **Ace** – A serve that results directly in a point, usually when the ball hits the floor untouched on the receiving team's side of the court
- **Assist** – Passing or setting the ball to a teammate who attacks the ball for a kill.
- **Block** – A defensive play by one or more front row players meant to intercept a spiked ball.
- **Dink** – A one-handed, soft hit into the opponent's court using the fingertips.

- **Hit** – To jump and strike the ball with an overhand, forceful shot.
- **Jump Serve** – The server uses an approach, toss, takeoff and serves the ball with a spiking motion while in the air.
- **Open-up** – To step away from the ball’s path in receiving serve.
- **Overhand Pass** – A pass with both hands open, and controlled by the fingers, with the face below the ball.
- **Serve** – One of the six basic skills; used to put the ball into play.
- **Spike** – Also hit or attack. A ball contacted with force by a player on the offensive team who intends to terminate the ball on the opponent's floor or off the opponent's blocker.
- **Underhand Serve** – A serve performed with an underhand striking action.

Racquet Sports

- **Backswing** - the motion of a swing that moves the racquet into position to swing forward and strike the ball. **Baseline** - the line indicating back of the court.
- **Baseliner** - a tennis player whose strategy is to play from the baseline. See Tennis Strategies for more. **Break** - when the server loses the game
- **Court** - the area where a tennis game is played.
- **Crosscourt** - hitting the tennis ball diagonally into the opponent's court
- **Deuce** - when the score in a game is 40 to 40.
- **Drop volley** - a drop shot from a volley **Fault** - a service that is not in play.
- **Forehand** - a tennis swing where the player hits the tennis ball from behind their body. Often the forehand is the players best stroke.
- **Game point** - one point away to win the tennis game.
- **Love** - zero points in a tennis game.
- **Match point** - when one tennis player only needs one more point to win the entire match
- **Out** - any tennis ball that lands outside the area of play.
- **Passing shot** - when the tennis ball is hit such that it passes by the opponent at the net without them being able to hit the ball

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	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Provide simplified word problems ● 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 	<ul style="list-style-type: none"> ● 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 through repetition. ● Change movement requirements Utilize modifications & accommodations delineated in the student’s IEP ● Work with paraprofessional ● Provide prompts and reminders ● Break tasks into chunks ● Focus on student’s attempts instead of precise form 	<ul style="list-style-type: none"> ● Review behavior expectations and make adjustments as needed. ● Provide analogies (this is like...) ● Using visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. ● Provide simplified word problems ● Peer Support ● Reminders can be provided ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do 	<ul style="list-style-type: none"> ● Students can continue to research about women in sports ● Students can “correct” peers math problems ● Students can create more complex word problems for teacher to solve ● Inquiry-based instruction ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content (other sports) ● Real world scenarios ● Student Driven Instruction

Interdisciplinary Connections:

ELA - NJSL/ELA:

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

NJSLS Companion Standards:

RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Math:

7.SP.B Draw informal comparative inferences about two populations.

Integration of Technology Standards NJSLS 8:

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

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

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.

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.