## Physical Education
### Unit 1: Basketball

<table>
<thead>
<tr>
<th>Essential Understandings</th>
<th>▪ Students will learn the benefits of physical activity, cooperation, and team work.</th>
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</table>
| Essential Questions      | ▪ What is a foul shot?  
▪ What is the difference between a foul and a violation?  
▪ What is palming?  
▪ What is traveling?  
▪ What is an offensive rebound?  
▪ What is a defensive rebound? |
| Essential Knowledge      | ▪ Basic Rules  
  o Five players on a team in a regulation game.  
  o Alternative games: 3 v 3; knock-out; “21”; Horse.  
  o Scoring points in each type of game.  
  o Major fouls/violations.  
  o Tie ball rule.  
  ▪ Scoring  
    o Foul shot = 1 point; field goal = 2 points; beyond the “arc” = 3 points.  
  ▪ Game Etiquette  
    o Call own fouls to encourage fair play.  
    o Include all teammates in game.  
    o No “hogging” the ball.  
  ▪ Safety  
    o Pay attention to ball movement to prevent injury.  
    o Call fouls/violations to prevent aggressive behavior. |
| Vocabulary               | ▪ Terms:  
  o Foul, violation, foul shot, palming, traveling, offensive rebound, defensive rebound. |
| Essential Skills         | ▪ Demonstrate appropriate dribbling and ball handling skills.  
▪ Demonstrate good sportsmanship and ability to work with a team.  
▪ Demonstrate a foul shot.  
▪ Demonstrate an offensive rebound and a defensive rebound. |
| Related Maine Learning Results | Health and Physical Education  
G. Movement/Motor Skills and Knowledge  
G1. Stability and Force  
Students change their motion and the motion of objects by applying the principles of stability and force during skill practice.  
  a. Demonstrate the principle of opposition.  
  b. Demonstrate how the point of contact changes the path of an object. |
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<td>c.</td>
<td>Demonstrate how the point of release changes the path of an object.</td>
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<tr>
<td>d.</td>
<td>Demonstrate lifts and actions that decrease risk for injury.</td>
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#### G2. Movement and Skills
Students demonstrate motor skills and manipulative skills during drills or modified games/physical activities.

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<td>a.</td>
<td>Demonstrate correct technique for motor skills and manipulative skills during drills or modified games/physical activities.</td>
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<tr>
<td>b.</td>
<td>Combine manipulative skills with motor skills during drills or modified games/physical activities.</td>
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#### G3. Skill-Related Fitness Components
Students describe the following skill-related fitness components: balance, coordination, agility, speed, and power.

#### G4. Skill Improvement
Students explain how specific, positive, and correct feedback affect skill improvement.

### I. Personal and Social Skills and Knowledge

#### I1. Cooperative Skills
Students demonstrate cooperative and inclusive skills while participating in physical activities.

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<td>a.</td>
<td>Work together as a team.</td>
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<td>b.</td>
<td>Respond appropriately to peer pressure.</td>
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<tr>
<td>c.</td>
<td>Manage conflict.</td>
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<tr>
<td>d.</td>
<td>Engage peers respectfully in activities.</td>
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#### I2. Students demonstrate responsible personal behaviors while participating in physical activities.

#### I3. Safety Rules and Rules of Play
Students describe game/physical activity rules and safety Rules and their purpose.

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<td>a.</td>
<td>Explain the purpose for modifying playing rules in specified situations.</td>
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<tr>
<td>b.</td>
<td>Explain the safety rules and possible risks associated with specific games/physical activities.</td>
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#### Sample Lessons And Activities

- Demonstrate ball handling skills (dribbling, passing, and catching).
- Demonstrate rebounding and shooting skills during group drills.
- Hoops for Heart competitions: Hot Shot Blitz; Quick Shot; Foul Shooting

#### Sample Classroom Assessment Methods

- Classroom/field observation
- Skills checklist

#### Sample

- Publications:
  - Complete Physical Education Plans For Grades 7-12 –
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<tr>
<th>Resources</th>
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<td>- Physical Education for Children – Lee, Thomas, Thomas</td>
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<td></td>
<td>- Student-Centered Physical Education – Smith, Cestaro</td>
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