Mary Wenstrom

Unit Plan: Basketball

Grade Level: 9th Grade

Number of Classes: 4

Class Size: 26

Time per Class: 50 min

I. Primary Goals or Purposes

A. To enhance motor proficiency in students
B. To enhance cognitive growth of students
C. To enhance an understanding of the game of basketball
D. To develop good social skills by working within a group and with a partner
E. To develop students’ physical fitness
F. To enhance students’ positive self-concept through physical education activities
G. To enhance student knowledge about the importance of a healthy lifestyle
F. To strengthen students’ appreciation for physical activity

II. General Behavior Objectives

A. Psychomotor
   1. The student will demonstrate the following basketball skills:
      a. Passing
      b. Ball-handling
      c. Sprinting
      d. Dribbling
      e. Shooting
      f. Free Throws
      g. Offense
      h. Defense
   2. The student will participate in a basketball game.

B. Cognitive
   1. Students will demonstrate knowledge of the rules.
   2. Students will show an understanding of basketball strategies by participating in game like situations.
   3. Students will demonstrate general knowledge of a basketball game.
   4. Students will demonstrate an understanding for the importance of fundamentals in a basketball game.
5. Students will understand the basic offensive and defensive strategies in the game of basketball.

C. Affective
1. Students will demonstrate good social skills by working within a group and with a partner.
2. Students will use good sportsmanship by participating in competitions and encourage their teammates and opponents to succeed.
3. Students will be honest while self-assessing and assessing other students. This is done in a partner situation.
4. Students will show positive attitudes while participating in basketball drills and games, by smiling and encouraging others.
5. Students will be motivated and ready for participation each day for the entire basketball unit plan.

III. Block Plan

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
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</thead>
<tbody>
<tr>
<td>I. Introduction to Basketball</td>
<td>I. Introduction: Ball-Handling</td>
<td>I. Introduction: Passing</td>
</tr>
<tr>
<td>II. Stretch/Warm-up</td>
<td>II. Stretch/Warm-up</td>
<td>II. Stretch/Warm-up</td>
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<tr>
<td>III. Lesson Focus</td>
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<tr>
<td>a. Pre-test of basketball skills</td>
<td>a. Review basketball rules</td>
<td>a. Review ball-handling</td>
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<tr>
<td>b. Introduction to basketball rules</td>
<td>b. Safety</td>
<td>b. Introduction of Passing</td>
</tr>
<tr>
<td>c. Quiz</td>
<td>c. Demonstrate Big 10 ball-handling drills</td>
<td>d. Passing with a partner</td>
</tr>
<tr>
<td>IV. Closure</td>
<td>IV. Culminating Activity</td>
<td>e. Chest pass, Bounce pass, Overhead pass</td>
</tr>
<tr>
<td>Questions/Review rules</td>
<td>a. Big Ten ball-handling drills with a partner</td>
<td>IV. Culminating Activities</td>
</tr>
<tr>
<td></td>
<td>V. Closure</td>
<td>a. Star Passing</td>
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<tr>
<td></td>
<td>a. Questions/Review</td>
<td>b. Three man weave</td>
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<tr>
<td></td>
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<td>c. Three man passing</td>
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<thead>
<tr>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
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<tr>
<td>II. Stretch/Warm-up</td>
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<tr>
<td>III. Lesson Focus</td>
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<tr>
<td>a. Review ball-handling</td>
<td>a. Review</td>
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<td>Day 7</td>
<td>Day 8</td>
<td>Day 9</td>
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<tr>
<td><strong>I. Introduction:</strong> Basketball Game</td>
<td><strong>I. Introduction:</strong> Basketball Game</td>
<td><strong>I. Introduction:</strong> Skills Test/Games</td>
</tr>
<tr>
<td><strong>II. Stretch/Warm-up</strong></td>
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<td><strong>II. Stretching/Warm-up</strong></td>
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<td><strong>III. Lesson Focus</strong></td>
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<tr>
<td>b. Review offensive strategy</td>
<td>b. Review basketball rules</td>
<td>b. Practice for skills test</td>
</tr>
<tr>
<td>c. Intro to Defensive Strategies</td>
<td>c. Review Offensive and defensive strategies</td>
<td>c. Ball-handling, Passing, Dribbling, and Shooting Stations of Skill Tests</td>
</tr>
<tr>
<td>IV. Culminating Activity</td>
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<td>IV. Culminating Activity</td>
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<tr>
<td>a. Game situation drills on defense</td>
<td>a. Game Situation Drills</td>
<td>a. Basketball Games</td>
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<tr>
<td>V. Closure</td>
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<tr>
<th>Day 10</th>
<th>Day 11</th>
<th>Day 12</th>
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<tr>
<td><strong>I. Introduction:</strong> Skills Test/Games</td>
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<tr>
<td><strong>II. Stretching/Warm-up</strong></td>
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<tr>
<td>a. Practice Skills/Skills Test</td>
<td>a. Skills Test</td>
<td>a. Skills Test</td>
</tr>
<tr>
<td>b. Free Throws</td>
<td>IV. Culminating Activity</td>
<td>IV. Culminating Activity</td>
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<tr>
<td>IV. Culminating Activity</td>
<td>a. Basketball Games</td>
<td>a. Basketball Games</td>
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<tr>
<td>a. Basketball Games</td>
<td>V. Closure</td>
<td>V. Closure</td>
</tr>
<tr>
<td>a. Rules Test</td>
<td>b. Hand back rules test and go over it</td>
<td>b. Rewards for top skill test participants</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Rewards for everyone</td>
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</tbody>
</table>
IV. **Special Activities and Alternative Plans**

A. In the event of losing our gym space, students can:
   1. View Instructional Videotapes on Basketball Skills (Pistol Pete Videos)
   2. Work on Visualization of Basketball Skills
   3. Review concepts of Basketball
   4. Practice Passing, Dribbling, and Ball-handling in hallways if permitted and space available

V. **Equipment, Supplies, Space Requirements**

A. 2 Basketball Courts with lines on the court
B. 26 Basketballs
C. 6 Goals (Basketball Hoops)
D. Cones (12)
E. Posters with court and basic rules of basketball posted
F. Poster(s) of professional basketball players who are good role models

VI. **Motivational Techniques**

A. Instructional Videotapes
B. Games
C. Peer Encouragement
D. Awards

VII. **Health and Safety Precautions**

A. Students
   1. Proper Dress and Footwear
   2. All jewelry is off before Stretching/Warm-up
   3. Warm-up properly before participation
   4. Students need to be aware of balls rolling
   5. Students need to place balls on their hips when the whistle blows
   6. When receiving passes, students must be aware of balls coming to them and to pay attention at all times
   7. When passing, be sure the other student is alert and anticipating the pass to come to them.
   8. Students need to keep their heads up while dribbling to avoid collisions with other students or objects

B. Teacher
   1. Daily inspection of equipment, facilities, and playing surfaces
   2. Proper supervision of all students
   3. Using teaching cues with every activity
   4. Instructing and doing proper warm-ups before participation
   5. An effective stretching routine
6. Make sure you go through all safety issues and policies and procedures of treatment of other students, equipment, facilities, and playing surfaces.
7. Make sure to emphasize everyday that when you blow the whistle the balls are to be placed on the students’ hips.
8. Teacher should reward students for doing a good job and following directions.

VIII. Teacher Behavior

During the basketball unit the teacher will direct the class. The overall role of the teacher will be guidance. The teacher will initiate and provide directions/information for the activities, but after that, most of the practice and learning is up to the students. The teacher will supervise the whole classroom and give individual feedback to the skills that the students are performing. The teacher will also be there if the students have any questions but the teacher will allow students to explore skills on their own. The teacher will help to initiate class discussions but it will be student lead. The teacher will help to guide students on the right path to understanding, participating, and appreciating the game of basketball.

IX. Evaluation of Student Learning

A. Psychomotor Domain
   The following items will comprise the Basketball Skill Test:
   
   1. Students will demonstrate correct passing technique by completing 4 out of 5 good passes to a partner. (Have to complete 4 out of 5 good passes on each of the chest, bounce, and overhead passes).
   2. Students will demonstrate good dribbling skills by dribbling down the court and back in less than 17 seconds. Students must also weave around the cones down the court and back with their heads up. (Not timed)
   3. Students will demonstrate correct shooting skills by making 6 out of 10 free throws. Students will also shoot 5 two-foot jump shots from the right and then left side of the hoop making 3 out of 5.
   4. Students will perform ball-handling skills using correct technique. (Around head, waist, legs, figure 8, and spider drill)

   *All of the skills will be assessed by partner assessment with teacher supervision.*

B. Cognitive Domain
   
   1. Students will demonstrate knowledge of the rules by scoring 80% or above on the written exam.
2. Students will show an understanding of basketball strategies by participating in game-like situations.
3. Students will demonstrate general knowledge of a basketball game. This is assessed by teacher observation during games and by a written test at the end of the unit.
4. Students will demonstrate an understanding for the importance of fundamentals in a basketball game. This is assessed by teacher observation during the games.
5. Students will demonstrate knowledge of offensive and defensive strategies by participating in the basketball games and drills. The teacher assesses this.

C. Affective Domain

1. The teacher will evaluate the affective domain of the student through observation. The teacher will observe the students using enthusiasm and active participation. The teacher will evaluate as subjectively as possible.
2. At the end of the unit, each student will write a summary of everything they have learned over the unit and what activities they liked and did not like.
3. Students will be honest while self-assessing and assessing other students. The teacher and the student’s partner will observe this.
4. Students will use good sportsmanship by participating in competitions and encouraging their teammates and opponents to succeed. Assessed by the teacher.
5. Students will show up each day ready for participation for the entire basketball unit plan. Assessed by the teacher.

X. Evaluation of Teacher’s Performance

A. Self-Evaluation

1. At the end of each lesson the teacher will record what problems they had for the day and improvements that could be made on their lesson plan. After doing that, the teacher will file their lesson plan away for future use.
2. At the end of the unit the teacher will review lesson plans, summarize and record daily notes, and write down five things that could be change to make the unit better next year or semester.
3. Half way through and at the end of the unit the teacher will review the objectives to make sure they are and were all met.

References: