

Englewood Public School District

Physical Education

Grade 4

Unit 2: Speedball and Basketball

Overview: Fourth grade students will engage in basketball drills and games that will assist in developing motor skills and physical fitness. Through other ball games students will focus on cooperation and communication, to work with their peers as a team. Lifelong fitness habits are developed as students engage in a game that can be played as they grow and develop.

Time Frame: One Marking Period

Enduring Understandings:

- *Understanding how critical aerobic exercise is to the 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 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
<u>Comprehensive Health and Physical Education</u> 2.5.4.A.1 Explain and perform essential elements of movement skills in both	Topics Speedball Objectives	Students will hear and view the rules of the game, and report out to a small group. (NJSLS SL1)	Equipment: <ul style="list-style-type: none"> • Cones • Gator skin balls • Pinnies • Basketball hoop • Nets 	Formative Assessments: <ul style="list-style-type: none"> • Observation • Feedback on Do's and Don'ts demonstration Benchmark Assessment:

<p>isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</p> <p>2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).</p> <p>2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.</p> <p>2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities</p>	<p>Students will know and be able to:</p> <ul style="list-style-type: none"> • Explain the safety rules of each activity • Understand the rules of the game (scoring, moving the ball forward, etc.) • 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 	<p>Students will brainstorm as a whole class what other sports/games speedball is similar to.</p> <p>Students will discuss as a whole class safety and demonstrate the Do's and Don'ts during speedball. (NJSLS SL 2)</p> <p>Speedball skills/games:</p> <ul style="list-style-type: none"> • Instep Kicking • Outside of foot Kicking • Dribble Tag • Partner Overhand Throw • Partner Underhand Throw • Chest Pass • Kicking • Punting <p>Learning Speedball Tactical Approach:</p> <ul style="list-style-type: none"> • Playing Area • Positions • Common Terminology • Common Ball Handling Skills • Pre-Playing Rules • Playing Rules • Fouls, Violations and Penalties 	<p>Rules: https://jk065.k12.sd.us/speedball%20rules.htm</p> <p>Speedball Do's and Don'ts: https://www.youtube.com/watch?v=ZmfkiVkzfsQ</p> <p>Speedball: Beginning Lesson, Connie Lavergne https://youtu.be/Q2u5qc5el4s</p> <p>Tactical Approach: http://spartan.ac.brocku.ca/~jmandigo/gameliteracy/speedball.pdf</p>	<p>Common Formative Assessment</p> <p>Summative Assessments: Speedball assessment</p> <p>Speedball Skills Rubric, Wittenberg-Birnamwood School District http://www.wittbirn.k12.wi.us/faculty/tbacon/Rubrics/Speedball%20Rubric.pdf</p> <p>Journal Entry</p> <p>Alternative Assessment:</p> <ul style="list-style-type: none"> • Self-Assessment • Peer Assessment https://www.shapewa.org/uploads/3/4/6/9/34696100/speedball_passing_assessment.pdf
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that address each component of health-related and skill-related fitness.

- developmental components used in team handball.
- 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!

Students will reflect on what they learned by writing a journal entry relating this game to other sports (soccer, basketball, etc.). (NJSLS W 4.10)

Comprehensive Health and Physical Education

2.5.4.A.1

Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.4.A.2

Topics

Basketball

Objectives

- Develop the skill of a chest pass
- Develop the skill of a bounce pass
- Develop the skill of dribbling
- Develop the skill of shooting

Students will explain to a peer the rules of basketball, then share out to the class.

Students will watch a video about dribbling and shooting a basketball and will discuss in small groups.

Games/Skills:

- Dot Dribble
- Partner pass
- Pac Man Dribble
- Dribble Tag
- Steal the Bacon

Equipment:

- Basketballs
- Cones
- Pinnies

How to Shoot a Basketball:
<https://www.youtube.com/watch?v=Bl0EnNbZ4qk>

How to Dribble:
<https://youtu.be/iGf-QjMFFKo>

Formative Assessments:

- Observation
- Journal

Summative Assessment:
Manipulative Skills Assessment, PE Central,
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132781#.WjP06UtG1Bw>

Hand Dribbling Assessment, PE Central,

Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.

2.5.4.B.1

Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).

2.5.4.B.2

Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.

2.5.4.C.1

Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.

2.5.4.C.2

Apply specific rules and procedures during physical activity and

- Learn the positions on the court
- Learn the basic rules of play
- Demonstrate good sportsmanship
- Understand the importance of using teamwork

- Triple Threat Position
- Running Bases with a basketball

HotChalk Lesson Plans, PE Basketball:

- Dribble Mania
- Aerobic Basketball

Basketball Lessons w/ video:

- Elementary PE Dribbling with Basketball Lesson Video
- Card Sharks Basketball Passing
- Dribbling Beanbag Transfer

Students will read a text about real sports vs. e-sports, identifying the main idea. (NJSL RI 4.2)

Students will discuss the impact of technology on society and themselves.

Students will write an opinion piece stating their claim about real vs. e-sports. (NJSL W4.1)

Students will create word problems using multi-digit numbers, switch with a peer and then solve, using the

Basketball Lessons w/video:
<http://www.swww.com/blog/10-basketball-lesson-ideas-for-pe/>

Student Text:
Opinion: Real vs. e-sports
<https://newsela.com/read/elementary-opinion-are-esports-real-sports/id/39938/>

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132747#.WjP1DktG1Bw>

Hand Dribbling Teacher-Cue List, PE Central,
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=2103#.WjP1MEtG1Bw>

Basketball
Reflection/Skills Learned
Assessment, PE Central,
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12774#.WjP1UUtG1Bw>

Moving to Open Space in
Basketball Assessment,
PE Central,
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=3598#.WjP1gEtG1Bw>

Alternative Assessment:

- Self-Assessment
- Peer Assessment
- Opinion Piece

explain how they contribute to a safe active environment.

2.6.4.A.2

Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.

information about e-games they learned. **(4.NBT.B.4)**

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 counts 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.

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:

9.2.4.A.2 Identify various life roles and civic and work - related activities in the school, home, and community.

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 lower level text Speak and display terminology and movement● Teacher modeling● Peer modeling● Label classroom materials● Word walls● Relate to sports in students home country if new-comer	<ul style="list-style-type: none">● Utilize modifications & accommodations delineated in the student’s IEP● Simplify wording of word problems● Provide lower level text● Work with paraprofessional● 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 (throw basketball into bucket first).● Solidify and refine concepts	<ul style="list-style-type: none">● Increase one on one time● Teachers may modify instructions by modeling what the student is expected to do● Provide lower level text● Review behavior expectations and make adjustments as needed.● Oral prompts can be given.● Using visual demonstrations, illustrations, and models● Give directions/instructions verbally and in simple written format.● Peer Support 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 find additional support for their opinion paper outside of the classroom● Students can “correct” the word problems created by their peers● Inquiry-based instruction● Independent study● Higher order thinking skills● Adjusting the pace of lessons● Interest based content (other sports)● Real world scenarios● Student Driven Instruction

	through repetition. <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.4.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

NJSLS W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Math:

4.NBT.B.4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.

Integration of Technology Standards NJSLS 8:

8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

8.2.5.A.4 Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.

8.2.5.B.6 Compare and discuss how technologies have influenced history in the past century.

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills

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

CRP4. Communicate clearly and effectively and with reason.

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