

# Englewood Public School District

## Physical Education

### Grade 5

#### Unit 2: Speedball and Basketball

**Overview:** Students in the fifth grade 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 teamwork as students learn to communicate effectively and demonstrate good sportsmanship. Lifelong fitness habits are developed as students engage in a game that can be played as they for recreation over a lifetime.

**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
<b><u>Comprehensive Health and Physical Education</u></b>  <b>2.5.6.A.1</b> <b>Explain and perform movement skills that combine mechanically correct movement in</b>	<b>Topics</b>  Speedball	Students will hear and view the rules of the game.	<b>Equipment:</b> <ul style="list-style-type: none"> <li>• Cones</li> <li>• Gator skin balls</li> <li>• Pinnies</li> <li>• Nets</li> <li>• Basketball hoop</li> </ul>	<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Teacher observation</li> </ul>
	<b>Objectives</b>  Students will know and be able to:	In small groups, students create a poster including sports/games that are similar to		<b>Benchmark Assessment:</b>

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.

#### 2.6.6.A.2

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

- Explain the safety rules of each activity
- Explain the rules of the game (scoring, moving the ball forward, etc.)
- Effectively move 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.

speedball. (NJSLS SL 1)

Students will describe to a peer how speedball is different from those listed sports, then share out as a class. (NJSLS SL 1)

Students will demonstrate discuss as a whole class safety during speedball.

Speedball skills/games (Unit plan):

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

Learning Speedball Through Tactical Approach:

- Possession
- Maintain/regain possession
- Can't Touch This
- The Kick-Up

Rules:  
<https://jk065.k12.sd.us/speedball%20rules.htm>

Tap Ball  
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8561-.WjALektG1Bw>

Speedball Unit Plan  
<http://katieeseleskie.tripod.com/Fin al%20Speedball%20Unit%20Plan.pdf>

Tactical Approach:  
<http://spartan.ac.brocku.ca/~jmandigo/gameliteracy/speedball.pdf>

Discussion Question (team work)  
<https://thephysicaleducator.com/game/speed-ball/>

#### Teacher Resources:

Speedball: Beginning Lesson, Connie Lavergne  
<https://youtu.be/Q2u5qc5el4s>

Common Formative Assessment

#### Summative Assessments:

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

Peer Assessment – Speedball Passing, Shape Washington, Society of Health and Physical Educators, [http://www.shapewa.org/uploads/3/4/6/9/34696100/speedball\\_passing\\_assessment.pdf](http://www.shapewa.org/uploads/3/4/6/9/34696100/speedball_passing_assessment.pdf)

#### Alternative Assessments: Reflection

Peer Assessment

## 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

Explain concepts of force and motion and

- 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!
- Triangle Soup
- Students will describe how the team must work together to successfully score a goal. (NJSLS SL 5.4)
- Students will reflect on what they learned by writing a journal entry comparing and contrasting speedball to other sports (soccer, basketball, etc.).(NJSLS W 5.10)

Topics	Students will explain to a peer the rules of basketball, then share out to the class.	Equipment:	Formative Assessment:
Basketball		<ul style="list-style-type: none"> <li>Basketballs</li> <li>Cones</li> <li>Pinnies</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>
Objectives	Students will watch a video about shooting form and how to dribble with speed and will share 3 things they learned with a peer.		Summative Assessments:
<ul style="list-style-type: none"> <li>Develop the skill of a chest pass</li> <li>Develop the skill of a bounce pass</li> <li>Develop the skill of dribbling</li> <li>Develop the skill of shooting</li> <li>Learn the positions on the court</li> <li>Learn the basic rules of play</li> </ul>	<p>Shooting Drills:</p> <ul style="list-style-type: none"> <li>21 Cones</li> <li>Pivot Shooting</li> <li>Chase Down Lay-up</li> </ul> <p>Dribbling Drills:</p> <ul style="list-style-type: none"> <li>Dribbling Lines</li> <li>Dribbling Knockout</li> </ul>	<p>How to Dribble Faster:  <a href="https://www.youtube.com/watch?v=0g2Mc_WNXCM">https://www.youtube.com/watch?v=0g2Mc_WNXCM</a>            Shooting Form:  <a href="https://www.youtube.com/watch?v=x7anDE7OEww">https://www.youtube.com/watch?v=x7anDE7OEww</a>            Shooting/Dribbling Drills:  <a href="https://www.basketballforcoaches.com/basketball-drills-and-games-for-kids/-ShootingDrills">https://www.basketballforcoaches.com/basketball-drills-and-games-for-kids/-ShootingDrills</a></p>	<p>Manipulative Skills Assessment, PE Central,  <a href="http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132781#.WjP06UtG1Bw">http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132781#.WjP06UtG1Bw</a>            Hand Dribbling Assessment, PE Central,  <a href="http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132781#.WjP06UtG1Bw">http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132781#.WjP06UtG1Bw</a></p>

**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**

#### **2.5.4.B.2**

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

#### **2.5.4.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 and describe how they enhance participation and safety.**

- Demonstrate good sportsmanship
- Understand the importance of using teamwork

- Collision Dribbling

Basketball games:

- Dribble Mania
- Aerobic Basketball

Basketball Lesson Ideas for PE:

- Basketball Bingo
- Clothesline Basketball
- Dribble Dance
- Rings of Fire Dribbling

Students will read an article about the history of basketball and will create a timeline of important events.

Basketball games:  
<http://lessonplanspage.com/pebasketball5.htm/>

Basketball Lesson Ideas for PE,  
<https://www.pecentral.org/marchmadness.html>

Teacher Resources:  
Basketball:  
<https://www.brainpop.com/health/sportsandfitness/basketball/>

Student Text:  
Basketball over time  
<https://newsela.com/read/lib-yinyang-basketball/id/38659/>

<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:**  
Peer Assessment

Self-Assessment

### 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.

##### 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 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/](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"> <li>• Videos should include closed captions in student's native language (as appropriate)</li> <li>• Speak and display terminology and movement</li> <li>• Teacher modeling</li> <li>• Peer modeling</li> <li>• Label classroom materials</li> <li>• Word walls</li> <li>• Relate to sports in students home country if new-comer</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize modifications &amp; accommodations delineated in the student's IEP</li> <li>• Work with paraprofessional</li> <li>• Provide prompts and reminders</li> <li>• Break tasks into manageable chunks</li> <li>• Use multi-sensory teaching approaches. Textured balls, and other props provide helpful visual, auditory, and tactile reinforcement of ideas.</li> <li>• Work with a partner</li> <li>• Provide concrete examples and relate all new movements to previously learned moves (practice kicking into the air first).</li> <li>• Solidify and refine concepts through repetition.</li> <li>• Change movement requirements</li> <li>• Focus on student's attempts instead of precise form</li> </ul>	<ul style="list-style-type: none"> <li>• Using visual demonstrations, illustrations, and models</li> <li>• Give directions/instructions verbally and in simple written format.</li> <li>• Peer Support</li> <li>• Reminders can be provided</li> <li>• Increase one on one time</li> <li>• Teachers may modify instructions by modeling what the student is expected to do</li> <li>• Review behavior expectations and make adjustments as needed.</li> <li>• Oral prompts can be given.</li> </ul>	<ul style="list-style-type: none"> <li>• Students can "correct" peers' math problems</li> <li>• Students can create more complex word problems for teacher to solve</li> <li>• Inquiry-based instruction</li> <li>• Higher order thinking skills</li> <li>• Adjusting the pace of lessons</li> <li>• Interest based content (other sports)</li> <li>• Real world scenarios</li> <li>• Student Driven Instruction</li> </ul>

**Interdisciplinary Connections:**

**ELA - NJSLS/ELA:**

NJSLS RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

NJSLS RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

NJSLS RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

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.

NJSLS SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**Math:**

5.NBT.A3. Read, write, and compare decimals to thousandths.

**Integration of Technology Standards NJSLS 8:**

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

**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.