

Teacher(s)	Miguel J. Negrón	Subject group and discipline	Physical Education		
Unit title	Basketball	MYP year	3	Unit duration (hrs)	20

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Communities	Interaction Space	Fairness and Development What are the consequences of our common humanity?
Statement of inquiry		
In order for an individual to be a true global citizen he/she must show fairness in his/her interactions with individuals from different communities.		
Inquiry questions		
<p>Factual— How can we benefit from exploring our communities?</p> <p>Conceptual— Why do you believe some communities have a reputation for having better basketball players than other communities?</p> <p>Debatable— Is it more beneficial to play basketball in your own community or a new one?</p>		
Objectives	Summative assessment	
<p>MYP Objectives-</p> <p><u>A. Knowing and Understanding</u></p> <p>i. Describe physical education factual, procedural and conceptual knowledge.</p> <p>ii. Apply physical education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations</p> <p>iii. Apply physical terminology effectively to communicate understanding.</p> <p><u>B. Planning for performance</u></p> <p>i. Design and explain a plan for improving physical performance.</p> <p>ii. Explain the effectiveness of a plan based on the outcome</p> <p><u>C. Applying and performing</u></p> <p>ii. Demonstrate and apply a range of strategies and movement concepts.</p> <p>iii. Outline and apply information to perform effectively.</p>	<p>Outline of summative task / GRASPS</p> <p>Students will be separated into the teams they have been practicing with all units. In the team they must come together and make a basketball play in which all members of the team touch the ball at least one time. Students are encouraged to be as creative as possible when making the play due to the fact that the creativity of the play will be taken into account during assessment. The play must be placed on hardcopy and given to the instructor as a reference. The objective of the play is to pass the ball to all players on the team and provide an open shot for the end receipt of the play. Students will be assessed on the contents of the play as well as their personal skills in communicating with their teammates and passing the ball. Students must use the correct sports terminology when describing the function of the play. Students must be able to explain why the play he/she designed was successful or unsuccessful.</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>Students are encouraged to make a play in which all team members touch the ball before a shot is attempted. This will allow the students to show fairness to all of their team mates by giving them equal opportunity with the ball. Since many schools are comprised of students from different communities this also allows students to work together with peer from different communities in order to achieve a common goal. The instructor should do his/her best to make sure each team is comprised of students who would not regular associate with each other out of the physical education setting.</p>

<p><u>D. Reflecting and improving performance</u></p> <p>i. describe and demonstrate strategies to enhance interpersonal skills</p> <p>ii. outline goals and apply strategies to enhance performance</p>		
<p>Approaches to learning (ATL)</p>		
<p>In order for students to perform successfully in a full court basketball game students must be able to communicate with one another as well as performing basic basketball moves such as dribbling, passing, and shooting. Students must also be able to analyse the situation and realize when it is the best time to try and shoot the ball or have another student shoot the ball depending on positioning.</p>		

Action: Teaching and learning through inquiry

Content	Learning process
<p>Week 1-Passing and Dribbling</p> <p>Week 2-Shooting and Combining skills</p> <p>Week 3-Offensive strategies</p> <p>Week 4-Defensive Strategies</p> <p>Week 5-Basketball Tournament</p> <p>Week6 Summative Assessment</p> <p><u>NASPE Standards</u></p> <p>Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction</p> <p>Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others</p> <p>Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>CCSS Focus Standards –</p>	<p>Learning experiences and teaching strategies</p> <ol style="list-style-type: none"> Students will be instructed to place journal entries throughout the unit in order to keep a record of how they felt about the performance of given classes. Students will be given a peer assignment sheet by the teacher and broken into groups. Students will be given equal time to assess their peers based on the cues thought by the instructor in that lesson. Students will be given a rubric for shooting and be informed that the teacher will be assessing them during drills based on the rubric given. Students will be given an assessment sheet by the teacher and given different drills in order to allow for equal time for each student to both assess and be assessed. Students will be given a self-assessment sheet at the end of the lesson. Students are to fill out the assessment sheet and hand it back to the teacher before he/she leaves the gymnasium. <p>Formative assessments</p> <ol style="list-style-type: none"> Students Journals Peer assignment on dribbling Teacher assignment of the shooting Peer assessment on passing Self-assessment on defensive strategies <p>Differentiation</p> <ul style="list-style-type: none"> - Allow lower level student to play in games with modified rules in order to cater to his/her zone of proximal development. - Allow for different levels of skill set by using different equipment and drills with several modifications. - Allow lower level students to be tutored by higher-level students.

<p><i>Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds. (8.SL.1e)</i></p> <p><i>Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. (8.SL.2a)</i></p>	<ul style="list-style-type: none"> - Have students demonstrate the skills in the unit - Provide individual feedback during drills and game situations.
Resources	
12 Basketballs , 6 basketball rims, cones, floor tape, radio	

Reflection: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit
<p>I assume that the basketball unit will go as planned due to the fact that many of my students have showed a great amount of interest in the game of basketball. My major concern is that my lower level students will be intimidated by the higher level students in the classroom. In order to prevent that from occurring I will ask my higher level students to mentor the lower level students during the unit.</p>		