Basketball

Approved by the Board of Education on February 8, 2022
Mission and Vision

We relentlessly pursue, with optimism, equitable support for all students to navigate a changing world by providing rigorous and relevant learning experiences that strengthen their capacity as

- Open-minded and invested collaborators;
- Effective and thoughtful communicators;
- Resourceful and creative problem solvers;
- Curious and analytical critical thinkers;
- Informed and compassionate community members.

EUHSD curriculum identifies what students should know and be able to do by grade level in a comprehensive, standards-based course of study. Curriculum may be updated, as needed, based on student academic achievement data, research and best practices, and input from stakeholders. The EUHSD curriculum contains the following information:

- **Course Description** – provides a description of the overarching content and goals of the course and is used in the Course Catalog.
- **Course Information** – provides information specific to length of course, course number, transcript abbreviation, credits earned.
- **Course Requirements** – provides information specific to credits, prerequisites, UC/CSU requirements, and grade level of the course.
- **Course Material(s)** – Instructional materials used in course.
- **Scope and Sequence** – provides the standards-based units of instruction including the Learning Objective and Sample Performance Tasks and Assessments.

To ensure all courses empower every student, specifically emerging multilingual students, to graduate prepared for college, career, and life, all EUHSD courses will:

- Incorporate the English Language Development state standards adopted by the CA Department of Education in 2012. Visit the following website to learn more about the new descriptors and corresponding standards: [https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf](https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf)
- Highlight specific strategies designed to meet the needs of emerging multilingual students as outlined in the 2014 CA Department of Education ELA-ELD Framework and the 2017 CA EL Roadmap. Visit the following URL to learn more about the new Frameworks: [https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf](https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf). To learn more about the CA EL Roadmap, visit the following website: [https://www.cde.ca.gov/sp/el/rm/](https://www.cde.ca.gov/sp/el/rm/)

Escondido Union High School District prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived ancestry, age color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, pregnancy, marital or parental status or association with a person or group with one or more of these actual or perceived characteristics.

Dr. Courtney Goode
Assistant Superintendent of Human Resources,
Equity and Title IX Compliance Officer
302 N. Midway Drive, Escondido, CA 92027
Office: (760) 291-3281, Email: cgoode@euhsd.org
### Course Description
Basketball is designed to teach basic shooting, passing, dribbling, and rebounding skills along with elementary offensive, defensive and team fundamentals. *Students who repeat this course participate in new standards aligned tasks designed to build upon the knowledge and skills from the previous semester.*

### Course Information
<table>
<thead>
<tr>
<th>Semester:</th>
<th>Course Number:</th>
<th>Transcript Abbreviation:</th>
<th>Credits:</th>
<th>Weighted:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2530</td>
<td>BASKETBALL</td>
<td>5</td>
<td>No</td>
</tr>
</tbody>
</table>

### Course Requirements
- **Length of Course:** One Semester
- **Course Learning Environment:** Classroom Based
- **Course Repeatable:** Yes
- **Maximum Credits, if Repeatable:** 40
- **Designated College Prep/CTE:** No
- **CTE Course Level:** N/A
- **Meets EUHSD Graduation Requirement:** Physical Education
- **Meets UC/CSU Requirement:** No
- **UC Honors Designation:** No
- **Required Prerequisite(s):**
  - Physical Education High School Course 1 for 10-12th graders
- **Recommended Prerequisite(s):** None
- **Required Co-requisite:** 9th Grade must be co-enrolled in Physical Education High School Course 1

### Course Material(s)
- None

### Standards
California Department of Education Model Physical Education Standards and Framework
## Unit 1: Basketball PE Rules and Expectations

### Unit Description
Knowing the rules and expectations are important to any class. It is essential for these guidelines and expectations be followed daily.

### Unit Outline

<table>
<thead>
<tr>
<th>Standards</th>
<th>Learning Objectives</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical Education Model Content Standards for California Public Schools:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>STANDARD 1:</strong> Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.</td>
<td>The students will...</td>
<td>1. What are the ways that students enter/exit the class?</td>
</tr>
<tr>
<td><strong>STANDARD 2:</strong> Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.</td>
<td>• understand how to enter the class and where to go for roll call and attendance.</td>
<td>2. What are the daily expectations of the class?</td>
</tr>
<tr>
<td><strong>STANDARD 3:</strong> Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.</td>
<td>• understand the safety expectations of the class.</td>
<td>3. What is expected of me as a student in Basketball PE?</td>
</tr>
<tr>
<td><strong>Self-Responsibility</strong></td>
<td>• understand the routines for the start, during and end of class.</td>
<td></td>
</tr>
<tr>
<td>3.1 Participate in physical activities for personal enjoyment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.5 Evaluate and refine personal goals to improve performance in physical activities.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Sample Performance Tasks/Assessments
- Teacher will discuss the rules and expectations of Basketball PE.
- Students are assessed daily on being properly dressed and ready for the daily activities.
- Students are assessed on expectations of safety and participation.
Unit 2: Basketball Fitness

Unit Description

It is important to build and develop a fitness level to play basketball. The drills and exercises are designed to help the student achieve a fitness level that is appropriate for playing basketball at the student's level.

Unit Outline

<table>
<thead>
<tr>
<th>Standards</th>
<th>Learning Objectives</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical Education Model Content Standards for California Public Schools:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>STANDARD 1:</strong> Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 Combine and apply movement patterns, from simple to complex, in combative, gymnastic/tumbling, and team activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2 Demonstrate proficient movement skills in combative, gymnastic/tumbling, and team activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative, gymnastic/tumbling, and team activities and apply those components in performance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in combative, gymnastic/tumbling, and team activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combative, gymnastic/tumbling, and team activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.9 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, gymnastic/tumbling, and team activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.10 Analyze situations to determine appropriate strategies to use in combative, gymnastic/tumbling, and team activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.11 Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.12 Evaluate independent learning of movement skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The students will...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• demonstrate the proper techniques to safely complete an exercise routine to improve strength.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• understand what modifications can be made to the routine in order to increase strength, speed, agility as well as horizontal and lateral quickness?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. How do I build strength, speed and flexibility to improve my basketball skills?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. How are students able to change and modify workout routines to suit their person strength and flexibility goals?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sample Performance Tasks/Assessments

- Students will complete a given workout each week that will focus on basketball specific movements and skills. Such exercises include squats, jumps, agility footwork with the speed ladder, pushups, sit-ups, and lunges.
- Students will create short-term and long-term goals regarding their physical health and write an action plan as well as evaluate themselves to reach those goals.
- Students will be assessed on the skills and activities in this unit through a variety of measures, including but not limited to: daily participation in physical education activity, appropriate dress for physical activity, skill and ability, skill completion, skill attempt, individual and group participation, competency of movement, gross and fine motor skills and abilities, etc.
**STANDARD 2:**
Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

2.1 Participate in moderate to vigorous physical activity at least four days each week.

2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests.

2.4 Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.

**STANDARD 3:**
Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

*Self-Responsibility*

3.1 Participate in physical activities for personal enjoyment.

3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.

3.5 Evaluate and refine personal goals to improve performance in physical activities.

*Group Dynamics*

3.9 Encourage others to be supportive and inclusive of individuals of all ability levels.
### Unit 3: Dribbling/Ball handling

#### Unit Description
Dribbling is an important aspect of the game. Students should develop proficient dribbling skill to advance the ball up the court, dribble out of trouble and to increase passing angles.

#### Unit Outline

<table>
<thead>
<tr>
<th>Standards</th>
<th>Learning Objectives</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical Education Model Content Standards for California Public Schools:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>STANDARD 1:</strong> Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.</td>
<td>The students will...</td>
<td>1. What are the skills needed to advance the basketball?</td>
</tr>
<tr>
<td>1.1 Combine and apply movement patterns, from simple to complex, in combative, gymnastic/tumbling, and team activities.</td>
<td>• demonstrate control while dribbling the basketball.</td>
<td>2. Am I able to dribble the ball to advance up the court?</td>
</tr>
<tr>
<td>1.2 Demonstrate proficient movement skills in combative, gymnastic/tumbling, and team activities.</td>
<td>• demonstrate the ability to dribble the basketball in different directions under control.</td>
<td>3. Am I able to dribble the ball without losing control?</td>
</tr>
<tr>
<td>1.3 Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative, gymnastic/tumbling, and team activities and apply those components in performance.</td>
<td>4. In what situations do I dribble the basketball?</td>
<td>5. Are there different ways to dribble the basketball?</td>
</tr>
<tr>
<td>1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and team activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and opposition); apply the principles to achieve advanced performance in combative, gymnastic/tumbling, and team activities; and evaluate the performance based on use of the principles.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.6 Evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in combative, gymnastic/tumbling, and team activities.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Sample Performance Tasks/Assessments
- Students will use skill development to increase skill in ball handling daily.
- Through practice and drills, students will dribble a basketball while stationary and moving with dominant hand.
- Through practice and drills, students will dribble a basketball while stationary and moving with non-dominant hand.
- Through practice and drills, students will dribble back and forth changing from one hand to another while moving laterally, toward or back.
- Through practice and drills, students will dribble one hand from side of the court to the other – changing hands on the command of the teacher.
- Students analyze game film to properly assess the positives and need for improvement for dribbling.
- Students will participate in a teacher evaluation pre and post assessment for dribbling.
- Students will be assessed on the skills and activities in this unit through a variety of measures, including but not limited to: daily participation in physical education activity, appropriate dress for physical activity, skill and ability, skill completion, skill attempt, individual and group participation, competency of movement, gross and fine motor skills and abilities, etc.
1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combative, gymnastic/tumbling, and team activities.

1.9 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, gymnastic/tumbling, and team activities.

1.10 Analyze situations to determine appropriate strategies to use in combative, gymnastic/tumbling, and team activities.

1.11 Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities.

1.12 Evaluate independent learning of movement skills.

**STANDARD 2:**
Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

2.1 Participate in moderate to vigorous physical activity at least four days each week.

2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests.

2.4 Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.

**STANDARD 3:**
Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

*Self-Responsibility*

3.1 Participate in physical activities for personal enjoyment.

3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.

3.5 Evaluate and refine personal goals to improve performance in physical activities.

*Group Dynamics*

3.9 Encourage others to be supportive and inclusive of individuals of all ability levels.
### Unit 4: Passing/Catching

#### Unit Description
Passing and catching is an important aspect of the game. Students should develop proficient passing skill to be successful in the game of basketball. Students will be able to pass a basketball to a team member using the following methods:
- a. one and two hand chest pass
- b. one or two hand bounce pass
- c. one or two hand overhead pass
- d. one or two hand push pass

#### Unit Outline

<table>
<thead>
<tr>
<th>Standards</th>
<th>Learning Objectives</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>STANDARDS 1: Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.</td>
<td>The students will...</td>
<td>1. What is the correct way to pass the ball to a teammate?</td>
</tr>
<tr>
<td>1.1 Combine and apply movement patterns, from simple to complex, in combative, gymnastic/tumbling, and team activities.</td>
<td>- understand the different types of pass as well as knowing when to use them.</td>
<td>2. Am I able to demonstrate and accurate pass in a variety of ways?</td>
</tr>
<tr>
<td>1.2 Demonstrate proficient movement skills in combative, gymnastic/tumbling, and team activities.</td>
<td>- demonstrate how to receive a pass in order to be effective when playing basketball.</td>
<td>3. Am I able to explain/demonstrate how to make a correct pass?</td>
</tr>
<tr>
<td>1.3 Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative, gymnastic/tumbling, and team activities.</td>
<td>- understand ways to improve accuracy when passing with a defender guarding the player with the ball.</td>
<td></td>
</tr>
<tr>
<td>1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and team activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and opposition); apply the principles to achieve advanced performance in combative, gymnastic/tumbling, and team activities; and evaluate the performance based on use of the principles.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.6 Evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in combative, gymnastic/tumbling, and team activities.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Sample Performance Tasks/Assessments
- Students will use skill development to increase skill in passing daily.
- Through practice and drills, students will pass a basketball back and forth to another student using the one or two hand chest, bounce, overhead, and push pass.
- Through practice and drills, students will pass a basketball while moving forward or toward the basket using the four different kinds of passes.
- Through practice and drills, during a three on three or four on four ½ court game, the student will demonstrate use of the four different kinds of passes used to move the basketball to one’s teammate.
- Through practice and drills, while moving the length of the basketball court in three lines, the student will pass the ball back and forth to each other using the three different kinds of passes.
- Students analyze game film to properly assess the positives and need for improvement for passing.
1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combative, gymnastic/tumbling, and team activities.
1.9 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, gymnastic/tumbling, and team activities.
1.10 Analyze situations to determine appropriate strategies to use in combative, gymnastic/tumbling, and team activities.
1.11 Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities.
1.12 Evaluate independent learning of movement skills.

**STANDARD 2:**
Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
2.1 Participate in moderate to vigorous physical activity at least four days each week.
2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests.
2.4 Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.

**STANDARD 3:**
Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

*Self-Responsibility*
3.1 Participate in physical activities for personal enjoyment.
3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.
3.5 Evaluate and refine personal goals to improve performance in physical activities.

*Group Dynamics*
3.9 Encourage others to be supportive and inclusive of individuals of all ability levels.

- Students will participate in a teacher evaluation pre and post assessment for passing.
- Students will be assessed on the skills and activities in this unit through a variety of measures, including but not limited to: daily participation in physical education activity, appropriate dress for physical activity, skill and ability, skill completion, skill attempt, individual and group participation, competency of movement, gross and fine motor skills and abilities, etc.
### Unit 5: Rebounding

**Unit Description**

Rebounding is an important aspect of the game. Students should develop proficient in rebounding or knowing how to be in correct position when the ball is missed. Students will be able to rebound a missed shot from an offensive or defensive position.

### Unit Outline

<table>
<thead>
<tr>
<th>Standards</th>
<th>Learning Objectives</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical Education Model Content Standards for California Public Schools:</strong></td>
<td>The students will...</td>
<td>1. How do I secure the ball when it is missed in a game? 2. What positioning do I need to rebound the ball?</td>
</tr>
<tr>
<td><strong>STANDARD 1:</strong> Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities. 1.1 Combine and apply movement patterns, from simple to complex, in combative, gymnastic/tumbling, and team activities. 1.2 Demonstrate proficient movement skills in combative, gymnastic/tumbling, and team activities. 1.3 Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative, gymnastic/tumbling, and team activities and apply those components in performance. 1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and team activities. 1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and opposition); apply the principles to achieve advanced performance in combative, gymnastic/tumbling, and team activities; and evaluate the performance based on use of the principles. 1.6 Evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance. 1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in combative, gymnastic/tumbling, and team activities.</td>
<td>• understand the importance of correct positioning when attempting to rebound a missed shot from an offensive or defensive position. • understand what it takes to rebound the ball after a missed shot. • demonstrate the proper techniques to being in good rebounding position. • understand the CAPS and BOWS techniques in rebounding.</td>
<td></td>
</tr>
</tbody>
</table>

### Sample Performance Tasks/Assessments

- Students will use skill development to increase skill in ball handling daily.
- Students will be able to jump and reach at their highest point for a missed shot.
- Students will be able to rebound a missed shot from an offensive or defensive position in a drill set-up to teach rebounding.
- Students will be able to rebound a missed shot and outlet the ball to one of their teammates in a class competition.
- In a one on one situation of one offensive and one defensive person, the shooter shoots the ball while the defensive rebounder positions themselves to rebound the missed shot.
- Students analyze game film to proper assess the positives and need for improvement for rebounding.
- Students will participate in a teacher evaluation pre and post assessment for proper rebounding position.
- Students will be assessed on the skills and activities in this unit through a variety of measures, including but not limited to: daily participation in physical education activity, appropriate dress for physical activity, skill and ability, skill
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.8</strong> Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combative, gymnastic/tumbling, and team activities.</td>
<td>completion, skill attempt, individual and group participation, competency of movement, gross and fine motor skills and abilities, etc.</td>
</tr>
<tr>
<td><strong>1.9</strong> Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, gymnastic/tumbling, and team activities.</td>
<td></td>
</tr>
<tr>
<td><strong>1.10</strong> Analyze situations to determine appropriate strategies to use in combative, gymnastic/tumbling, and team activities.</td>
<td></td>
</tr>
<tr>
<td><strong>1.11</strong> Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities.</td>
<td></td>
</tr>
<tr>
<td><strong>1.12</strong> Evaluate independent learning of movement skills.</td>
<td></td>
</tr>
<tr>
<td><strong>STANDARD 2:</strong></td>
<td></td>
</tr>
<tr>
<td>Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.</td>
<td></td>
</tr>
<tr>
<td><strong>2.1</strong> Participate in moderate to vigorous physical activity at least four days each week.</td>
<td></td>
</tr>
<tr>
<td><strong>2.2</strong> Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests.</td>
<td></td>
</tr>
<tr>
<td><strong>2.4</strong> Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.</td>
<td></td>
</tr>
<tr>
<td><strong>STANDARD 3:</strong></td>
<td></td>
</tr>
<tr>
<td>Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.</td>
<td></td>
</tr>
<tr>
<td><strong>Self-Responsibility</strong></td>
<td></td>
</tr>
<tr>
<td><strong>3.1</strong> Participate in physical activities for personal enjoyment.</td>
<td></td>
</tr>
<tr>
<td><strong>3.4</strong> Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.</td>
<td></td>
</tr>
<tr>
<td><strong>3.5</strong> Evaluate and refine personal goals to improve performance in physical activities.</td>
<td></td>
</tr>
<tr>
<td><strong>Group Dynamics</strong></td>
<td></td>
</tr>
<tr>
<td><strong>3.9</strong> Encourage others to be supportive and inclusive of individuals of all ability levels.</td>
<td></td>
</tr>
</tbody>
</table>
# Unit 6: Shooting/Layups

## Unit Description

Shooting is an important aspect of the game. Students should develop proficient shooting skill to have success in the game of basketball. Students will learn to shoot the basketball through the hoop utilizing the following types of shots:

- a. One handed set shot
- b. One handed jump shot
- c. Close in shots and free throws

## Unit Outline

<table>
<thead>
<tr>
<th>Standards</th>
<th>Learning Objectives</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical Education Model Content Standards for California Public Schools:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>STANDARD 1:</strong> Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 Combine and apply movement patterns, from simple to complex, in combative, gymnastic/tumbling, and team activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2 Demonstrate proficient movement skills in combative, gymnastic/tumbling, and team activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative, gymnastic/tumbling, and team activities and apply those components in performance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and team activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and opposition); apply the principles to achieve advanced performance in combative, gymnastic/tumbling, and team activities; and evaluate the performance based on use of the principles.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.6 Evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) tasks.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### The students will...

- demonstrate the proper technique for shooting a layup, jump shot, and free throws.
- demonstrate the proper footwork for shooting layups, jump shots, and free throws.

### 1. What are the different types of shots in basketball?

### 2. How do I successfully put the ball in the basket?

## Sample Performance Tasks/Assessments

- Students will use skill development to increase skill in shooting different shots daily.
- Through practice and drills, students will use proper technique when shooting the four different types of shots when in a stationary position.
- Through practice and drills, students will be able to make 50% of their shots with one player guarding the basket, using any of the four different types of shots.
- Through practice and drills, during a three on three or four on four ½ court game, students will be able to utilize one of the four types of shots to score points.
- After passing the ball back and forth from ½ court toward the basket, the student will stop and shoot a close in shot off the backboard.
- Students analyze game film to properly assess the positives and need for improvement for layups and shooting form.
- Students will participate in a teacher evaluation pre and post assessment for shooting layup and proper footwork for shooting jump shots.
- Students will be assessed on the skills and activities in this unit through a variety of measures, including but not limited to: daily participation in physical education activity, appropriate dress for physical activity, skill and ability, skill completion, skill attempt, individual and group participation, competency of movement, gross and fine motor skills and abilities, etc.
activities to improve performance in combative, gymnastic/tumbling, and team activities.
1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combative, gymnastic/tumbling, and team activities.
1.9 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, gymnastic/tumbling, and team activities.
1.10 Analyze situations to determine appropriate strategies to use in combative, gymnastic/tumbling, and team activities.
1.11 Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities.
1.12 Evaluate independent learning of movement skills.

STANDARD 2:
Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
2.1 Participate in moderate to vigorous physical activity at least four days each week.
2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests.
2.4 Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.

STANDARD 3:
Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility
3.1 Participate in physical activities for personal enjoyment.
3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.
3.5 Evaluate and refine personal goals to improve performance in physical activities.

Group Dynamics
3.9 Encourage others to be supportive and inclusive of individuals of all ability levels.
## Unit Description

The "Read and React" offensive strategy is a great way for beginner and advanced basketball players. It is the type of offense that teaches offensive movement during a basketball game. Students will be able to perform offensive skills such as screens, pivots, passing, shooting, and dribbling while trying to score points.

## Unit Outline

### Standards

<table>
<thead>
<tr>
<th>Physical Education Model Content Standards for California Public Schools:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STANDARD 1:</strong> Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.</td>
</tr>
<tr>
<td>1.1 Combine and apply movement patterns, from simple to complex, in combative, gymnastic/tumbling, and team activities.</td>
</tr>
<tr>
<td>1.2 Demonstrate proficient movement skills in combative, gymnastic/tumbling, and team activities.</td>
</tr>
<tr>
<td>1.3 Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative, gymnastic/tumbling, and team activities and apply those components in performance.</td>
</tr>
<tr>
<td>1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and team activities.</td>
</tr>
<tr>
<td>1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and opposition); apply the principles to achieve advanced performance in combative, gymnastic/tumbling, and team activities; and evaluate the performance based on use of the principles.</td>
</tr>
<tr>
<td>1.6 Evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance.</td>
</tr>
<tr>
<td>1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in combative, gymnastic/tumbling, and team activities.</td>
</tr>
</tbody>
</table>

### Learning Objectives

The students will:
- demonstrate offensive skills in a team setting to score points.
- demonstrate the proper positioning for setting a screen.
- demonstrate the proper footwork when receiving a screen to catch the ball.
- demonstrate and understand the movement of the pass and cut philosophy also known as the "Read and React" Offense.

### Essential Questions

1. What is offensive strategy?
2. How can we work together as a team to be successful on the offensive side of the court?

### Sample Performance Tasks/Assessments

- Students will pass the ball to a teammate and set a screen for them, so they might have an opportunity to move in and shoot for the basket.
- While moving to the basket off the pick, students will be able to make the correct decision to shoot or throw the ball to their teammate depending upon how the defense adjusts.
- A three on three drill where the student learns to screen to the pass and screen away from the pass.
- Students analyze game film to properly assess the positives and need for improvement for offensive strategy.
- Teacher led instruction for the basics of the "Read and React" motion offense.
- Students will be assessed on the skills and activities in this unit through a variety of measures, including but not limited to: daily participation in physical education activity, appropriate dress for physical activity, skill and ability, skill completion, skill attempt, individual and group participation, competency of movement, gross and fine motor skills and abilities, etc.
1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combative, gymnastic/tumbling, and team activities.
1.9 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, gymnastic/tumbling, and team activities.
1.10 Analyze situations to determine appropriate strategies to use in combative, gymnastic/tumbling, and team activities.
1.11 Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities.
1.12 Evaluate independent learning of movement skills.

**STANDARD 2:**
Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
2.1 Participate in moderate to vigorous physical activity at least four days each week.
2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests.
2.4 Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.

**STANDARD 3:**
Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

*Self-Responsibility*
3.1 Participate in physical activities for personal enjoyment.
3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.
3.5 Evaluate and refine personal goals to improve performance in physical activities.

*Group Dynamics*
3.9 Encourage others to be supportive and inclusive of individuals of all ability levels.
Unit 8: Defensive Strategy

Unit Description

Students will learn the various types of defense to go against different offenses. Students will be able to keep opponents from scoring by either a zone or player to player defensive concept. Calling out picks, playing pressure defensive, double teaming, helping out, trapping, sliding your feet, keeping your hands up and playing your zone are all necessary to good defensive fundamentals.

Unit Outline

<table>
<thead>
<tr>
<th>Standards</th>
<th>Learning Objectives</th>
<th>Essential Questions</th>
</tr>
</thead>
</table>
| **STANDARD 1:** Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.  
1.1 Combine and apply movement patterns, from simple to complex, in combative, gymnastic/tumbling, and team activities.  
1.2 Demonstrate proficient movement skills in combative, gymnastic/tumbling, and team activities.  
1.3 Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative, gymnastic/tumbling, and team activities and apply those components in performance.  
1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and team activities.  
1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and opposition); apply the principles to achieve advanced performance in combative, gymnastic/tumbling, and team activities; and evaluate the performance based on use of the principles.  
1.6 Evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance.  
1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in combative, gymnastic/tumbling, and team activities. | The students will...  
- demonstrate and explain different types of defensive strategies.  
- explain and understand the difference between zone and person to person defense.  
- execute the defensive fundamentals learned to keep opponents from scoring. | 1. What is defensive strategy?  
2. How can we work together as a team to be successful on the defensive side of the court? |

**Sample Performance Tasks/Assessments**

- Teacher led instruction for the basics of the person to person defense and zone offenses such as 2-3, 1-2-2, 3-2.
- Students will demonstrate proper defensive positioning between their teammate and the basket.
- Students will play one on one or two on two while demonstrating sliding of the feet, helping out and calling out picks.
- Students will play a player to player or zone defense in a four on four or five on five basketball game.
- One on one tall court with the dribbler changing direction every four or five dribbles to force the defense to change their feet and hand position to keep the dribble in front of them.
- Students analyze game film to properly assess the positives and need for improvement for defensive strategy.
- Students will be assessed on the skills and activities in this unit through a variety of measures, including, but not limited to: daily participation in physical education activity, appropriate dress for physical activity, skill and ability, skill completion, skill attempt, individual and group participation, competency of movement, gross and fine motor skills and abilities, etc.
1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combative, gymnastic/tumbling, and team activities.
1.9 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, gymnastic/tumbling, and team activities.
1.10 Analyze situations to determine appropriate strategies to use in combative, gymnastic/tumbling, and team activities.
1.11 Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities.
1.12 Evaluate independent learning of movement skills.

STANDARD 2:
Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
2.1 Participate in moderate to vigorous physical activity at least four days each week.
2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests.
2.4 Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.

STANDARD 3:
Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility
3.1 Participate in physical activities for personal enjoyment.
3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.
3.5 Evaluate and refine personal goals to improve performance in physical activities.

Group Dynamics
3.9 Encourage others to be supportive and inclusive of individuals of all ability levels.
## Unit Description

Basketball is a team game. The more a unit is working together the more success they will have. Team building is important for the upcoming unit.

### Unit Outline

<table>
<thead>
<tr>
<th>Standards</th>
<th>Learning Objectives</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical Education Model Content Standards for California Public Schools:</strong></td>
<td>The students will...</td>
<td>1. What are the skills needed in order to be a good teammate? 2. How can I help my teammates with success?</td>
</tr>
<tr>
<td><strong>STANDARD 1:</strong> Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities. 1.6 Evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance.</td>
<td>• demonstrate effective ways of communicating with others during a game or competition. • discuss and display strategies to develop effective communication with others on and off the court.</td>
<td></td>
</tr>
<tr>
<td><strong>STANDARD 2:</strong> Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies. 2.1 Participate in moderate to vigorous physical activity at least four days each week. 2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests. 2.3 Identify and achieve levels of excellence in physical fitness that enhance physical and mental performance beyond the standards established by scientifically based health-related fitness assessments.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>STANDARD 3:</strong> Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity. <strong>Social Interaction</strong> 3.6 Identify the effects of individual differences, such as age, gender, ethnicity, socioeconomic status, and culture, on preferences for and participation in physical activity. 3.9 Encourage others to be supportive and inclusive of individuals of all ability levels.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Sample Performance Tasks/Assessments

- Teacher led instruction on cooperative games or scenarios to build teamwork.
- Students research and participate in cooperative activities that build communication and comradery.
- Students will be assessed on the skills and activities in this unit through a variety of measures, including but not limited to: daily participation in physical education activity, appropriate dress for physical activity, skill and ability, skill completion, skill attempt, individual and group participation, competency of movement, gross and fine motor skills and abilities, etc.
## Unit 10: Team Competition

### Unit Description
After teaching all the different skills and fundamentals the ultimate goal is for team competition. This is the time where players come together and play games. The students will play various types of games. The goal is to develop students love for the game and continue to play after high school.

### Unit Outline

<table>
<thead>
<tr>
<th>Standards</th>
<th>Learning Objectives</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education Model Content Standards for California</td>
<td>The students will...</td>
<td>1. What can I do to have my team be successful during basketball games?</td>
</tr>
<tr>
<td><strong>Public Schools:</strong></td>
<td>• understand what it takes to work together to be successful on and off the court.</td>
<td>2. What are the protocols for running a tournament style competition?</td>
</tr>
<tr>
<td><strong>STANDARD 1:</strong></td>
<td>• participate in many different types of games. Games include, but are not limited to, 3v3 games, 2v2 games and other non-competitive games.</td>
<td>3. What are the roles of a coach, official, statistician for upcoming games?</td>
</tr>
<tr>
<td>Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.</td>
<td>• participate in a noncompetitive basketball game.</td>
<td></td>
</tr>
<tr>
<td>1.1 Combine and apply movement patterns, from simple to complex, in combative, gymnastic/tumbling, and team activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2 Demonstrate proficient movement skills in combative, gymnastic/tumbling, and team activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative, gymnastic/tumbling, and team activities and apply those components in performance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and team activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and opposition); apply the principles to achieve advanced performance in combative, gymnastic/tumbling, and team activities; and evaluate the performance based on use of the principles.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.6 Evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in combative, gymnastic/tumbling, and team activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combative, gymnastic/tumbling, and team activities.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Sample Performance Tasks/Assessments
- Teams are formed to create a tournament style competition.
- Students act upon different roles to complete competitions. Some roles are: officials, statisticians, coaches.
- Students will be able to play a half-court game against another team.
- Students will be able to play a full court game using zone offensive and defensive principles.
- Students analyze game film to adjust strategy.
- Students will be assessed on the skills and activities in this unit through a variety of measures, including but not limited to: daily participation in physical education activity, appropriate dress for physical activity, skill and ability, skill completion, skill attempt, individual and group participation, competency of movement, gross and fine motor skills and abilities, etc.
| 1.9 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, gymnastic/tumbling, and team activities. |
| 1.10 Analyze situations to determine appropriate strategies to use in combative, gymnastic/tumbling, and team activities. |
| 1.11 Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities. |
| 1.12 Evaluate independent learning of movement skills. |

**STANDARD 2:**
Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

- 2.1 Participate in moderate to vigorous physical activity at least four days each week.
- 2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests.
- 2.4 Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.

**STANDARD 3:**
Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

*Self-Responsibility*

- 3.1 Participate in physical activities for personal enjoyment.
- 3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.
- 3.5 Evaluate and refine personal goals to improve performance in physical activities.

*Group Dynamics*

- 3.9 Encourage others to be supportive and inclusive of individuals of all ability levels.
### Unit 11: Basketball Camp

#### Unit Description

This is an opportunity for students to work together with their peers. Some advanced students get the opportunity to teach others about the game.

#### Unit Outline

<table>
<thead>
<tr>
<th>Standards</th>
<th>Learning Objectives</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical Education Model Content Standards for California Public Schools:</strong></td>
<td>The students will...</td>
<td>1. How does it feel to be in a camp setting?</td>
</tr>
<tr>
<td><strong>STANDARD 1:</strong> Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.</td>
<td>- understand what it is like to be in a basketball camp that has the students going through an actual basketball camp.</td>
<td>2. What is a basketball camp?</td>
</tr>
<tr>
<td>1.1 Combine and apply movement patterns, from simple to complex, in combative, gymnastic/tumbling, and team activities.</td>
<td>- experiencing the events that take place during a basketball camp.</td>
<td>3. What are the events that take place during a basketball camp?</td>
</tr>
<tr>
<td>1.2 Demonstrate proficient movement skills in combative, gymnastic/tumbling, and team activities.</td>
<td>- act as camp leaders to help other students in class.</td>
<td>4. What is my role during the camp? Am I a camp counselor or a camper?</td>
</tr>
<tr>
<td>1.3 Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative, gymnastic/tumbling, and team activities and apply those components in performance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and team activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and opposition); apply the principles to achieve advanced performance in combative, gymnastic/tumbling, and team activities; and evaluate the performance based on use of the principles.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.6 Evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in combative, gymnastic/tumbling, and team activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.10 Analyze situations to determine appropriate strategies to use in combative, gymnastic/tumbling, and team activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.11 Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.12 Evaluate independent learning of movement skills.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Sample Performance Tasks/Assessments

- Student participate in a basketball camp.
- Some students act as camp counselors in the camp. Counselors lead drills for campers.
- Students will be assessed on the skills and activities in this unit through a variety of measures, including but not limited to: daily participation in physical education activity, appropriate dress for physical activity, skill and ability, skill completion, skill attempt, individual and group participation, competency of movement, gross and fine motor skills and abilities, etc.
STANDARD 2:
Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
2.1 Participate in moderate to vigorous physical activity at least four days each week.
2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests.
2.4 Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.

STANDARD 3:
Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility
3.1 Participate in physical activities for personal enjoyment.
3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.
3.5 Evaluate and refine personal goals to improve performance in physical activities.

Social Interaction
3.6 Identify the effects of individual differences, such as age, gender, ethnicity, socioeconomic status, and culture, on preferences for and participation in physical activity.

Group Dynamics
3.8 Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles.
3.9 Encourage others to be supportive and inclusive of individuals of all ability levels.