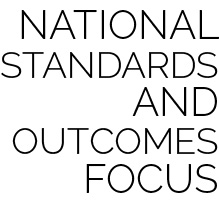
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* **Standard 1 [E6.3-4]:** Performs a sequence of locomotor skills, transitioning from one skill to another smoothly/without hesitation (3); Combines traveling with manipulative skills of dribbling, throwing, catching, and striking in teacher- and/or student-designed small-sided practice tasks (4).
* **Standard 1 [E15.4-5]:** Throws to a moving partner with reasonable accuracy in a non-dynamic environment (4); Throws with accuracy, both partners moving (5a); Throws with reasonable accuracy in dynamic, small-sided practice tasks (5b).
* **Standard 1 [E17.3-5]:** Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body (3); Dribbles in self-space with both the preferred and the non-preferred hand using a mature pattern (4a); Dribbles in general space with control of ball and body while increasing and decreasing speed (4b); Combines hand dribbling with other skills during one-on-one practice tasks (5).
* **Standard 1 [E20.4-5]:** Dribbles with hand/feet in combination with other skills (e.g., passing, receiving, shooting) (4); Hand/foot-dribbles with mature patterns in a variety of small-sided game forms (5).
* **Standard 1 [E26.4]:** Combines traveling with the manipulative skills of dribbling, throwing, catching, and striking in teacher- and/or student-designed small-sided practice task environments (4).
* **Standard 2 [E1.3-5]:** Recognizes the concept of open spaces in a movement context (3); Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling) (4a); Applies the concept of closing spaces in small-sided practice tasks (4b); Dribbles in general space with changes in direction and speed (4c); Combines spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance, and games environments (5).
* **Standard 2 [E2.3-5]:** Recognizes locomotor skills specific to a wide variety of physical activities (3); Combines movement concepts with skills in small-sided practice tasks, gymnastics, and dance environments (4); Combines movement concepts with skills in small-sided practice tasks/games environments, gymnastics, and dance with self-direction (5).
* **Standard 3 [E2.3-5]:** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
* **Standard 4 [E4.3-5]:** Works cooperatively with others (3a); Praises others for their success in movement performance (3b); Praises the movement performance of others both more and less-skilled (4a); Accepts “players” of all skill levels into the physical activity (4b); Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).
* **Standard 4 [E5.3-5]:** Recognizes the role of rules and etiquette in physical activity with peers (3); Exhibits etiquette and adherence to rules in a variety of physical activities (4); Critiques the etiquette involved in rules of various game activities (5).
* **Standard 4 [E6.3-5]:** Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).



Skillastics® Basketball is a large group physical activity resource designed to maximize activity and participation for both small and large groups. This module expands your activity options using all of the tools that come with your Skillastics® Basketball game set while also adding all of the rigorous tools found in OPEN curriculum modules.



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Each skill-building activity in this module is meant to be one part of a complete lesson. The authors recommend the following formula for creating a 30- to 45-minute lesson:

Instant Activity (not on block plan) *5-10 minutes*

+ Skill Activity with Debrief *10-15 minutes*

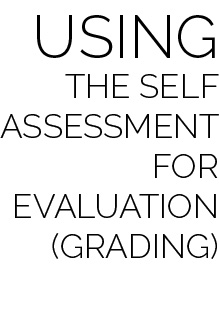
+ Skill Activity with Debrief *10-15 minutes*

+ Check for Understanding *5 minutes*

**Important:** Suggestions are what they say they are – *suggestions*. All OPEN materials are offered in MS Word format so that you can easily modify our suggestions to meet the needs of your students.



Three types of assessment are provided as a part of this module. However, there are many different ways for teachers and students to assess and evaluate student learning and skill development.



Holistic Rubrics can be used as both a formative and summative assessment. Providing students with the rubric’s criteria early in the module will allow for discussion and formative evaluation throughout activities and lessons.

Two rubrics are given for teachers to choose from based completely on preference. The Single Holistic Rubric provides one set of criteria including both skill and personal and social responsibility (PSR) characteristics. The Dual Holistic Rubric separates skill and PSR characteristics providing two sets of criteria to be evaluated separately. Either rubric can be completed in full on the Module’s Final Day, providing a final holistic evaluation of student performance.

When evaluating a student’s performance in using the Self-Assessment Worksheet, the student’s score should be based on the process and quality of self-reflection, not the student’s ability to score a full column of smiles or stars. Here is a sample rating scale for Self-Assessment evaluation:

* Well Below Competence (1): Was present but refused to complete Self-Assessment.
* Lacks Competence (2): Completed each assessment with little effort. Student pre- and post-assessments do not match teacher-observed skill performance.
* Competent (3): Most skill assessments match the student’s skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection is present.
* Proficient (4): All skill assessments match the student’s skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection and a regard for quality of work is present.

*NOTE: The evaluation scale suggested for the Self-Assessment is consistent with the scale used for the Holistic Rubrics discussed below. This consistency allows teachers to average several scores for the sake of a final evaluation or grade.*



This self-assessment provides each student with a structure for reflecting on current skill level, setting a goal for growth and development, and then reassessing progress toward that goal.

The authors recommend that students complete this form as a pre-assessment on the day that skills are first introduced. A post-assessment for all skills would then be completed during the Module’s final lesson.



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| **Lesson** | **Skill Activity** | **Suggested Academic Language** |
| 1 | Mirror Mirror on the Court, Basketball Know How | Actively Engage, Ball Handling, Control, Critical Cues, Dribble, Finger Pad, Independent, Mature Pattern, Mirror, Safe |
| 2 | Basketball Know How, Basketball Roundabout | Appropriate, Ball Handling, Combine, Control, Dribble, Finger Pad, Independent,  Locomotor Movement, Personal Behavior, Safe |
| 3 | Basketball Roundabout, Dribble Round Up | Actively Engage, Ball Handling, Control, Critical Cues, Dribble, Etiquette, Finger Pad, Independent |
| 4 | Passing Frenzy,  Step Slide Basketball | Combine, Dribble, Heart Rate, Independent, Peer, Personal Goals, Purposeful Practice, Safe |
| 5 | Step Slide Basketball,  Hot Spot, Take a Shot | Accept, Accurate, Bounce Pass, Challenge, Chest Pass, Dynamic, Enjoyment, Express, Growth Mindset, Overcome, Praise |
| 6 | Hot Spot, Take a Shot, Basketball Bonanza | Appropriate, Compliment, Effort, Leading Pass, Pass, Performance, Step-Slide, Theory |
| 7 | Student Choice | Academic Language |