

MODULE OVERVIEW

ABOUT THIS MODULE

It would be very interesting to know what Dr. James Naismith would think about the evolution of a game that he invented in December of 1891. Although his vision for the game probably didn't include the NBA, slam dunk contests, or 3-point shoot-outs, we believe he would be happy to know that millions of students around the world use basketball as a way to stay active year-round while enjoying the benefits of physical activity with friends.

In 2019, 128 years after Dr. Naismith's first game, the OPEN Basketball Nation celebrates the roots of the game by providing physical educators and youth coaches the tools to teach basketball as a lifelong activity that promotes the very best in humanity. This Middle School Basketball module is just one part of the OPEN Basketball Nation movement. For more information and resources, visit www.openphysed.org/basketballnation

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NATIONAL
STANDARDS
AND
OUTCOMES
FOCUS

- **Standard 1 [M4.6]:** Passes and receives with hands in combination with locomotor patterns of running and change of direction and speed with competency in invasion games such as basketball (6).
- **Standard 1 [M8.6-8]:** Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks (6); Dribbles with dominant and non-dominant hand using a change of speed and direction in a variety of practice tasks (7); Dribbles with dominant and non-dominant hand using a change of speed and direction in small-sided game play (8).
- **Standard 1 [M10.6-7]** Shoots on goal in a dynamic environment as appropriate to the activity (6); Shoots on goal with accuracy in small-sided game play (7).
- **Standard 1 [M11.6-8]:** Maintains defensive ready position, with weight on balls of feet, arms extended, and eyes on midsection of the offensive player (6); Slides in all directions while on defense without crossing feet (7); Drop-steps in the direction of the pass during player-to-player defense (8).
- **Standard 2 [M2.6-8]:** Executes at least one the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes; uses pivot, fake, or give & go (6); Executes at least two of the following offensive tactics to create open space: give & go; a variety of passes; fakes, pivot (7); Executes at least three of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes, and pathways; give & go (8).
- **Standard 2 [M4.6-8]:** Reduces open space on defense by making the body larger and reducing passing angles (6); Reduces open space on defense by staying close to the opponent as he/ she nears the goal (7); Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/her (third-party perspective) (8).
- **Standard 2 [M6.6-8]:** Transitions from offense to defense or defense to offense by recovering quickly (6); Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates (7); Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates, and capitalizing on an advantage (8).
- **Standard 4 [M1.6-8]:** Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors (6); Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates (7); Accepts responsibility for improving one's own levels of physical activity and fitness (8).
- **Standard 4 [M6.6-8]:** Identifies the rules and etiquette for physical activities/games (6); Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities/games (7); Applies rules and etiquette by acting as an official for modified physical activities/games (8).
- **Standard 5 [M3.6-8]:** Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help/feedback, and/or modifying the tasks (6).

PLANNING
COMPLETE
LESSONS

Each 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
+ SEL Journal Time	5 minutes

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ASSESSMENT

Several 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.

Student Journal for Social and Emotional Learning (SEL)

Download, print, and reproduce this student journal for use at the end of each lesson. Each page provides a thematic set of depth of knowledge (DOK) questions focused on developing SEL competencies, building a positive learning community, and highlighting the role of sport in character development.

Academic Language Quiz

Assess student knowledge with a short quiz focused on the academic language of basketball. Use the quiz as-is or as a template for creating a custom quiz.

SELF
ASSESSMENT
WORKSHEET

This simple 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. For example, during the module's first lesson, students participate in the activity Driver's Test. At the end of this activity, students would complete the Pre and Goal columns for dribbling (and possibly safety). Passing, trapping, and kicking would not be completed until a future lesson introduces those skills. A post-assessment for all skills would then be completed during the module's station day lesson.

USING
THE SELF
ASSESSMENT
FOR
EVALUATION
(GRADING)

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.
- Lacks Competence (2): Completed each assessment with little effort. Student 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.

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HOLISTIC RUBRIC FOR PERFORMANCE

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

SUGGESTED BLOCK PLAN

Lesson	Skill Activity	Suggested Academic Language
1	All-Star Passing & Dribble Stoppers	SEL Journal: It Starts with You (Self-Awareness) Basketball, Cooperate, Critical Cue, Dominant Hand, Dribble, Non-Dominant Hand, Pass, Receive, Respect, Skill, Tactic
2	All-Star Passing & Corner to Corner	SEL Journal: It Starts with You (Self-Management) Cooperate, Cut, Leading Pass, Pass, Open Space, Pass-Ready Position, Receive, Triple Threat
3	Corner to Corner & Money in the Bank	SEL Journal: Build Habits (Self-Management) Encouragement, Follow-Through, Positive Language, Shoot, Social Interaction, Trash Talk
4	Money in the Bank & Three to a Hoop	SEL Journal: Build Habits (Responsible Decision Making) Defense, Drop Step, Fake, Foul, Give and Go, Jab Step, Offense, Passing Lane, Pathway, Pivot, Slide, V-Cut, Violation
5	Challenger & Three to a Hoop	SEL Journal: Build Character (Self-Awareness) Actively Engaged, Challenge, Follow-Through, Growth Mindset, Improve, Self-Talk, Skill
6	Challenger & POKE	SEL Journal: Build Character (Social-Awareness) Evade, Etiquette, Intensity, Open Space, Tactic, Foul, Give and Go, Passing Lane, Pivot, Slide, V-Cut
7	All-Star Passing & Kareem Abdul-Jabbar	SEL Journal: Build Culture (Relationship Skills) Etiquette, Foul, Give and Go, Passing Lane, Pivot, Open Space
8	Student Choice & Kareem Abdul-Jabbar	SEL Journal: Build Culture (Self-Awareness) Recover, Reduce Space, Tactic, Triple Threat, Transition, V-Cut
9	Can't Stop Me Stations	SEL Journal: Build Culture (Social-Awareness) Academic Language Review