

**Physical Education Brunswick School Department**  
**Grade 8**  
**Basketball**

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| <b>Essential Understandings</b>       | <ul style="list-style-type: none"> <li>▪ There are benefits to physical activity, cooperation, and teamwork.</li> </ul>  |
| <b>Essential Questions</b>            | <ul style="list-style-type: none"> <li>▪ What is a set shot?</li> <li>▪ What is boxing out? Cutting? Screening?</li> <li>▪ What is a tie ball?</li> <li>▪ What is the key? 3 second rule?</li> <li>▪ What are the basic positions (guard, forward, center).</li> </ul>   |
| <b>Essential Knowledge</b>            | <ul style="list-style-type: none"> <li>▪ <b>Basic Rules</b> <ul style="list-style-type: none"> <li>○ Five players on a team in a regulation game.</li> <li>○ Alternative games: 3 v 3; knock-out; “21”; Horse.</li> <li>○ Scoring points in each type of game.</li> <li>○ Major fouls/violations.</li> <li>○ Tie ball rule.</li> </ul> </li> <li>▪ <b>Scoring</b> <ul style="list-style-type: none"> <li>○ Foul shot = 1 point; field goal = 2 points; beyond the “arc” = 3 points.</li> </ul> </li> <li>▪ <b>Game Etiquette</b> <ul style="list-style-type: none"> <li>○ Call own fouls to encourage fair play.</li> <li>○ Include all teammates in game.</li> <li>○ No “hogging” the ball.</li> </ul> </li> <li>▪ <b>Safety</b> <ul style="list-style-type: none"> <li>○ Pay attention to ball movement to prevent injury.</li> <li>○ Call fouls/violations to prevent aggressive behavior.</li> </ul> </li> </ul> |
| <b>Vocabulary</b>                     | <ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ Set shot, boxing out, cutting, screening, key, tie ball up, guard, forward, center.</li> </ul> </li> </ul>   |
| <b>Essential Skills</b>               | <ul style="list-style-type: none"> <li>▪ Demonstrate appropriate dribbling and ball handling skills.</li> <li>▪ Demonstrate good sportsmanship and ability to work with a team.</li> <li>▪ Demonstrate a set shot</li> <li>▪ Demonstrate how to box out for a rebound.</li> <li>▪ Demonstrate how to cut for a pass.</li> <li>▪ Demonstrate how to screen for a teammate.</li> <li>▪ Demonstrate the three basic positions on a court.</li> </ul>  |
| <b>Related Maine Learning Results</b> | <p><u>Health and Physical Education</u><br/> G. Movement/Motor Skills and Knowledge<br/> G1. Stability and Force<br/> Students change their motion and the motion of objects by applying the principles of stability and force during skill practice.</p> <ol style="list-style-type: none"> <li>a. Demonstrate the principle of opposition.</li> <li>b. Demonstrate how the point of contact changes the path</li> </ol>  |

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|  | <p>of an object.</p> <p>c. Demonstrate how the point of release changes the path of an object.</p> <p>d. Demonstrate lifts and actions that decrease risk for injury.</p> <p><b>G2. Movement and Skills</b><br/> Students demonstrate motor skills and manipulative skills during drills or modified games/physical activities.</p> <p>a. Demonstrate correct technique for motor skills and manipulative skills during drills or modified games/physical activities.</p> <p>b. Combine manipulative skills with motor skills during Drills or modified games/physical activities.</p> <p><b>G3. Skill-Related Fitness Components</b><br/> Students describe the following skill-related components: balance, coordination, agility, speed, and power.</p> <p><b>G4. Skill Improvement</b><br/> Students explain how specific, positive, and correct feedback affect skill improvement.</p> <p><b>I. Personal and Social Skills and Knowledge</b></p> <p><b>I1. Cooperative Skills</b><br/> Students demonstrate cooperative and inclusive skills while participating in physical activities.</p> <p>a. Work together as a team.</p> <p>b. Respond appropriately to peer pressure.</p> <p>c. Manage conflict.</p> <p>d. Engage peers respectfully in activities.</p> <p><b>I2. Students demonstrate responsible personal behaviors while participating in physical activities.</b></p> <p><b>I3. Safety Rules and Rules of Play</b><br/> Students describe game/physical activity rules and safety rules and their purpose.</p> <p>a. Explain the purpose for modifying playing rules in specified situation.</p> <p>b. Explain the safety rules and possible risks associated with specific games/physical activities.</p> |
| <b>Sample Lessons And Activities</b>       | <ul style="list-style-type: none"> <li>▪ Demonstrate ball handling skills (dribbling, passing, and catching).</li> <li>▪ Demonstrate set shot, boxing out, cutting, and screening during group drills.</li> <li>▪ Hoops for Heart competitions: Hot Shot Blitz; Quick Shot; Foul Shooting</li> </ul>  |
| <b>Sample Classroom Assessment Methods</b> | <ul style="list-style-type: none"> <li>▪ Classroom/field observation</li> <li>▪ Skills checklist</li> </ul>   |

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| <b>Sample Resources</b> | <ul style="list-style-type: none"><li>▪ <u>Publications:</u><ul style="list-style-type: none"><li>○ <u>Complete Physical Education Plans For Grades 7-12 – Kleinman</u></li><li>○ <u>Physical Education for Children – Lee, Thomas, Thomas</u></li><li>○ <u>Student-Centered Physical Education – Smith, Cesaro</u></li></ul></li></ul> |
|                         | <ul style="list-style-type: none"><li>▪</li></ul>   |