

**Physical Education Brunswick School Department**  
**Grade 9**  
**Basketball**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Students will learn the benefits of physical activity, cooperation, and team work.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ How can a team score a point?</li> <li>▪ What is a foul?</li> <li>▪ How do you play “man to man” defense?</li> <li>▪ How can a person move with the ball?</li> <li>▪ What is traveling?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ <b>Basic Rules of 3 vs. 3 Basketball</b> <ul style="list-style-type: none"> <li>○ Ball is placed in play at top of key after it has been checked by opposing player.</li> <li>○ Ball must be passed after check before a shot can be taken.</li> <li>○ On a missed shot the defensive team must clear the ball to the top of the key before a shot can be taken.</li> <li>○ One point per basket.</li> <li>○ Any time a player is fouled, the team in possession puts the ball in play at the top of the key.</li> <li>○ A player can take no more than two steps when in possession of the ball.</li> </ul> </li> <li>▪ <b>Game Etiquette</b> <ul style="list-style-type: none"> <li>○ Social skills are emphasized since team play is essential for success.</li> <li>○ Fair play, must call own foul.</li> </ul> </li> <li>▪ <b>Safety</b> <ul style="list-style-type: none"> <li>○ Players must pay constant attention to the movement of the ball.</li> <li>○ Fouls must be called.</li> </ul> </li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ dribbling, chest pass, bounce pass, cutting, screening, rebounding, boxing out, jump shot, set shot</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Demonstrate ball handling skills.</li> <li>▪ Demonstrate in game play ball passing skills; two-hand chest pass, two-hand bounce pass.</li> <li>▪ Demonstrate proper defensive technique</li> <li>▪ Demonstrate offensive and defensive strategy needed to be successful in the game of basketball.</li> </ul>

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<p style="text-align: center;"><b>Related Maine Learning Results</b></p>	<p><u>Health and Physical Education</u>  G. Movement/Motor Skills and Knowledge  G1.Stability and Force  Students change their motion and the motion of objects by applying the principles of stability and force to modify their performance in games/physical activities.  a. Demonstrate how spin and rebound affect the motion of an object.  G2.Movement Skills  Students demonstrate a variety of specialized movement skills specific to a game/physical activity while participating in a game/physical activity.  G3.Skill-Related Fitness Components  Students explain the relationship of skill-related fitness components to specialized movement skills.  I. Personal and Social Skills and Knowledge  I1.Cooperative Skills  Students demonstrate collaborative skills while participating in skill activities.  a. Accept constructive feedback.  c. Include peers respectfully in activities.  I2.Responsible Behavior  Students demonstrate responsible and ethical personal behavior while participating in physical activities.  I3.Safety Rules and Rules of Play  Students predict how etiquette/rules improve games/activities.  a. Explain how etiquette/rules contribute to productive participation.  b. Predict how modifications to the environment can impact safety during games/physical activities.</p>
<p style="text-align: center;"><b>Sample Lessons And Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Put students in groups of three and play a 3 vs. 3 tournament.</li> </ul>
<p style="text-align: center;"><b>Sample Classroom Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>▪ Assess students by observing their participation during the 3 vs. 3 tournament.</li> </ul>
<p style="text-align: center;"><b>Sample Resources</b></p>	<ul style="list-style-type: none"> <li>▪ <u>Publications:</u> <ul style="list-style-type: none"> <li>○ <u>Quality Lesson Plans for Secondary Education</u> - Zakrajsek, Cares and Pettigrew</li> </ul> </li> </ul>