



**Marietta City Schools**  
**2023–2024 District Unit Planner**

*Grade 6 Physical Education & Health*

<b>Unit title</b>	<i>Basketball/Health Unit 4</i>	<b>MYP year</b>	<i>1</i>	<b>Unit duration (hrs)</b>	<i>MSGA- 45</i>
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**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit):** *What will students learn?*

**GaDoE Standards**

**Standards**

[PE6.1a-e](#) / [PE6.2a-f](#) / [PE6.3a-j](#) / [HE6.5a-g](#)

**Concepts/Skills to be Mastered by Students**

The physically educated student demonstrates competency in a variety of motor skills and movement patterns.

The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.

The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.

Students will demonstrate the ability to use decision-making skills to enhance health

<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global context</b>
<b>Development</b>  Development is the act or process of growth, progress or evolution, sometimes through iterative improvements.	<b>Systems</b>  - Effective game play relies on participants' understanding of multiple systems, including their components and interaction. Systems are often dynamic; they frequently need to be adapted to meet changing circumstances	<b>Fairness and Development</b>  - the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic  - Competition and cooperation; teams, affiliation and leadership

Statement of inquiry		
Participants in sport can bring different perspectives to the development and application of rules.		
Inquiry questions		
<p><b>Factual</b></p> <p>What are the rules for dribbling a basketball?</p> <p>What is a bounce pass?</p> <p>What is a chest pass?</p> <p>What are some potential short-term consequences of healthy and unhealthy alternatives on self and others.</p> <p><b>Conceptual</b></p> <p>How important is teamwork in basketball?</p> <p>Why is it important to have sufficient spacing during game play?</p> <p>Identify situations that may require a decision-making process.</p> <p><b>Debatable</b></p> <p>Which pass is easiest to catch, the bounce pass or chest pass?</p> <p>Why is it important to have good decision making skills to enhance healthy behaviors?</p>		
MYP Objectives	Assessment Tasks	
What specific MYP <b><u>objectives</u></b> will be addressed during this unit?	<b><i>Relationship</i></b> between summative assessment task(s) and statement of inquiry:	<i>List of common formative and summative assessments.</i>

<p><b>OBJECTIVE C: APPLYING AND PERFORMING</b></p> <p>i. recall and apply a range of skills and techniques effectively</p> <p><b>OBJECTIVE D: REFLECTING AND IMPROVING PERFORMANCE</b></p> <p>iii. describe and summarize performance</p>	<p><b>Formative Assessment:</b></p> <p>Teacher observation of initial dribbling, passing, and shooting of the basketball.</p> <p><b>Common Formative #1:</b></p> <p>How effectively can the student dribble the basketball with his/her dominant hand?</p> <p><b>Common Formative #2:</b></p> <p>How effectively can the student lay-up the basketball with his/her dominant hand?</p> <p><b>Summative Assessment:</b></p> <p>Students will apply skills learned in real game situations and write a reflection on the basketball unit.</p>	<p>Describe how the summative assessment task(s) and the statement of inquiry are connected.</p> <p>Based on the amount of times students hit the target when striking the ball, they will analyze what corrections they need to make to hit the ball more effectively. Students will then make the corrections during real play situations.</p>
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#### Approaches to learning (ATL)

Skill Category	Skill Cluster	Skill Indicator and Description (SGObj, Learning Exp, Summative)
Thinking	Critical Thinking Skills	

#### Learning Experiences

Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<p>PE6.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Performs specialized manipulative skills in an applied setting to include throwing, catching, striking, shooting, and passing, utilizing various body parts or implements with</p>	<p>Learning experiences and teaching strategies</p> <p>The teacher will demonstrate proper form and technique of dribbling, passing, and shooting a basketball. The teacher will monitor students while they practice and provide instant feedback. The teacher will group students with the same level abilities in game play for differentiation.</p>	<p><b>Personalized Learning &amp; Differentiation</b></p> <p>Based on diagnostic assessment, students will be grouped by their levels (high, med, and low).</p> <p>Students will work at their own pace based</p>

<p>varying trajectories, speed, and direction.</p> <p>Performs motor skills and movement patterns with appropriate adjustment to dynamic movements such as balance, weight transfer, speed, and direction.</p> <p>PE6.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p> <p>Describes basic strategies and motor skill techniques for offense and defense in small-sided game play.</p> <p>PE6.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Recognizes the difference between health-related fitness versus skill-related fitness</p>	<p>Unit essential question(s)</p> <p>How does development of skills in sports help achieve and maintain life-long physical fitness?</p> <p><b>Week 1- Major Learning Activities</b></p> <p>Students will participate in a circuit training activity designed to improve basketball skills. These skills include, basketball weaving, layups, team games, elimination games, free throw shooting, passing, perimeter shooting, and suicide dribble. Students will practice these skills until mastery is accomplished.</p> <p><b>Week 2- Major Learning Activities</b></p> <p>Students will participate in a circuit training type of activity designed to improve defensive basketball skills. These skills include defensive stance, rebounding, close-out, king of the hill, and one-on-one play.</p> <p><b>Week 3: Major Learning Activities</b></p> <p>Students will practice basketball skills in their groups to demonstrate mastery. Students will then practice their basketball skills by participating in real game situations. Students will be placed into groups based on their skill level and play 3-on-3 games for 5 minute intervals.</p> <p>Health: Students will analyze influences that affect making healthy and unhealthy choices. Students will identify situations involving making good decisions and choosing friends.</p>	<p>on skill level</p> <p>Students who are English Language Learners will be paired with other students of the same language.</p> <p>504 Accommodations</p> <p>Pair students with physical disabilities with another student for assistance</p>
<p align="center"><b>Content Resources</b></p>		
<p>Physical Education/ Health Grade 6 Schoology Course</p> <p><a href="http://www.marietta.schoology.com">www.marietta.schoology.com</a></p>		