**East Physical Education**

UNIT: Badminton

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| **Stage 1 Desired Results** | | |
| ESTABLISHED GOALS  Standard 1:  Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.  Standard 2:  Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.  Standard 3:  Students will understand and be able to manage their personal and community resources. | ***Transfer*** | |
| *Students will be able to independently choose to engage in Badminton in order to achieve and maintain a healthy lifestyle.* | |
| ***Meaning*** | |
| UNDERSTANDINGS  *Students will understand that… Answer your essential Questions*   * Proper form for individual skills is essential for mastery of the skill. * Different components of badminton positively impact your overall health in different ways. * Teamwork skills and strategy are essential in a team/dual sport. | ESSENTIAL QUESTIONS   1. How does the improvement of individual/dual activities improve your quality of life? 2. Why is it important to participate regularly in meaningful physical activity? 3. How do the knowledge and skills, and etiquette of individual/dual activities improve personal and social quality of life?   How does participation in individual/dual activities support and enhance related to physical fitness? |
| ***Acquisition*** | |
| *Students will know…*   * The badminton vocabulary: rules, rally scoring system, strategy, skill cues, rotation, regulations, terminology, sportsmanship, safety, clear, smash, drop, short serve, long-deep serve, backhand, grip, boundaries, overhead, underhand, weak side, cross-court, racket, and shuttle-birdie. * How to apply the skill cues, rules and strategies in a modified team setting. * The skills and strategy of Badminton such as clear, smash, drop, and serve. | *Students will be skilled at…*   * Demonstrate various skill cues, rules, and strategy in a modified game setting. * Play with self-control and fair play behaviors such as recognizing and respecting classroom and school rules. * Demonstrate consistent application of skills and strategy during a modified game setting. * Demonstrate badminton skills: clear, drop shot, serve. * Recognize and apply rules, regulations and etiquette specific to movement concepts and theme. * Prevent and resolve conflict appropriately without teacher intervention, and respect other’s skill levels. |
| **Stage 2 - Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
| Participation/Sportsmanship | PERFORMANCE TASK(S):   * Daily Grade based on Department established Rubric. * Daily Fitness component towards Fitnessgram improvement * Improvement of Skill level through tasks, skills, and student led games | |
| Written Assignments | OTHER EVIDENCE:   * Written assignment on skills, rules, and impact on overall wellness | |
| **Stage 3 – Learning Plan** | | |
| *Summary of Key Learning Events and Instruction*   |  |  |  |  | | --- | --- | --- | --- | | ***DAY 1*** | ***DAY 2*** | ***DAY 3*** | ***DAY 4*** | | Intro to   * *What do students know about Badminton?* * History of Badminton * Rules * Safety * Forehand Grip and Ready Position   Review etiquette and personal and social responsibilities.  Health/skill Related Fitness Components  Discuss/handouts community resources for Badminton (Area Gyms, YMCA, rec centers, neighborhood possibilities) | Review: Rules, Forehand Grip and Ready Position  Teach: Forehand serving. Short and long Overhead Clears, Underhand clears and Drop shots  Games: to practice each shot taught for the day. | Review: Forehand serving. Short and long Overhead Clears, Underhand clears and Drop shots  Teach: Smashes, net shots, backhand grip, backhand serves and Introduction to singles play  Games: practice each shot and singles matches | Review: Smashes, net shots, backhand grip, backhand serves and Introduction to singles play  Teach: Doubles play  Games: Singles and doubles tournaments  Unit Test | | ***DAY 5*** | ***DAY 6*** | ***DAY 7*** | ***DAY 8*** | |  |  |  |  | | | |