**East Physical Education**

UNIT: Badminton

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| **Stage 1 Desired Results** |
| ESTABLISHED GOALSStandard 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.
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| **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
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| Written Assignments | OTHER EVIDENCE:* Written assignment on skills, rules, and impact on overall wellness
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| **Stage 3 – Learning Plan** |
| *Summary of Key Learning Events and Instruction*

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| ***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 ComponentsDiscuss/handouts community resources for Badminton (Area Gyms, YMCA, rec centers, neighborhood possibilities) | Review: Rules, Forehand Grip and Ready PositionTeach: Forehand serving. Short and long Overhead Clears, Underhand clears and Drop shotsGames: to practice each shot taught for the day. | Review: Forehand serving. Short and long Overhead Clears, Underhand clears and Drop shotsTeach: Smashes, net shots, backhand grip, backhand serves and Introduction to singles playGames: practice each shot and singles matches | Review: Smashes, net shots, backhand grip, backhand serves and Introduction to singles playTeach: Doubles playGames: Singles and doubles tournamentsUnit Test |
| ***DAY 5*** | ***DAY 6*** | ***DAY 7*** | ***DAY 8*** |
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