

Individual Sports

Content Area: **Health & Physical Education**
Course(s): **Physical Education III**
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Unit Overview:

Individual sports are not as commonly introduced to children from a young age as team sports. While teamwork is a very important skill to work on, independence could be argued to be just as important. Individual sports such as tennis, badminton, pickle ball, etc. are activities that can be worked on without the aid of a large group and one can continue participating in these throughout their entire lives. Individual sports are considered to be very convenient and play a huge role in one developing a sense of independence. In this unit, students will develop a sense of independence, and will learn to hold themselves accountable for the outcome of the competition, whether it be positive or negative.

Essential Questions:

- How do individual sports differ from team sports?
- What are the benefits of participating in individual sports?
- How can individual sports benefit people throughout their entire lives?
- What kinds of individual sports are there?

Enduring Understandings:

- Individual sports are activities that do not require a team in order to engage in competition.
- Individual sports are a great way for students to learn how to hold themselves accountable for their own wins and losses.
- Individual sports are a great way for people to engage in activity that is more convenient for lifelong fitness.
- Individual sports can make people grow their sense of independence.
- Individual sports include but are not limited to tennis, ping pong, bowling, and bocce ball.

Standards/Indicators/Student Learning Objectives (SLOs):

HPE.2.1.12	All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
HPE.2.1.12.A	Personal Growth and Development
HPE.2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family,

	community, and global wellness.
HPE.2.1.12.A.2	Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.
HPE.2.1.12.A.CS1	Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.
HPE.2.1.12.C	Diseases and Health Conditions
HPE.2.1.12.C.1	Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.
HPE.2.1.12.C.2	Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.
HPE.2.1.12.C.CS1	Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.
HPE.2.1.12.D	Safety
HPE.2.1.12.D.1	Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.
HPE.2.1.12.D.2	Explain ways to protect against abuse and all forms of assault and what to do if assaulted.
HPE.2.1.12.D.CS1	Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.
HPE.2.2.12	All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.
HPE.2.2.12.A	Interpersonal Communication
HPE.2.2.12.A.1	Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.
HPE.2.2.12.A.2	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
HPE.2.2.12.A.3	Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.
HPE.2.2.12.A.CS1	Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.
HPE.2.2.12.A.CS2	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
HPE.2.2.12.A.CS3	Technology increases the capacity of individuals to communicate in multiple and diverse ways.
HPE.2.2.12.B	Decision-Making and Goal Setting
HPE.2.2.12.B.CS1	Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one's lifetime.
HPE.2.2.12.C	Character Development
HPE.2.2.12.C.1	Analyze the impact of competition on personal character development.
HPE.2.2.12.C.2	Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.
HPE.2.2.12.C.CS1	Individual and/or group pressure to be successful in competitive activities can result in a positive or negative impact.
HPE.2.4.12	All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.
HPE.2.4.12.A	Relationships

HPE.2.5.12	All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.
HPE.2.5.12.A	Movement Skills and Concepts
HPE.2.5.12.A.1	Explain and demonstrate ways to apply movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).
HPE.2.5.12.A.2	Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
HPE.2.5.12.A.3	Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance).
HPE.2.5.12.A.4	Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.
HPE.2.5.12.A.CS1	Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
HPE.2.5.12.B	Strategy
HPE.2.5.12.B.1	Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.
HPE.2.5.12.B.2	Apply a variety of mental strategies to improve performance.
HPE.2.5.12.B.3	Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.
HPE.2.5.12.B.CS1	Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.
HPE.2.5.12.C	Sportsmanship, Rules, and Safety
HPE.2.5.12.C.1	Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.
HPE.2.5.12.C.2	Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.
HPE.2.5.12.C.CS1	Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.
HPE.2.5.12.C.CS2	Cultural practices regarding physical activity, sports, and games reflect a microcosm of society.
HPE.2.6.12.A	Fitness and Physical Activity
HPE.2.6.12.A.1	Compare the short- and long-term impact on wellness associated with physical inactivity.
HPE.2.6.12.A.4	Compare and contrast the impact of health-related fitness components as a measure of fitness and health.
HPE.2.6.12.A.CS1	Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.

Lesson Titles:

- Intro to individual sports... What is accountability?
- Badminton: Forehand and Backhand swing
- Badminton: Serving and scoring
- Badminton: Leader of the Court

- Making individual sports into a team activity: 2v2 games

Career Readiness, Life Literacies, & Key Skills:

WRK.9.2.12.CAP	Career Awareness and Planning
WRK.9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
WRK.9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	<p>Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</p> <p>With a growth mindset, failure is an important part of success.</p> <p>Innovative ideas or innovation can lead to career opportunities.</p> <p>Career planning requires purposeful planning based on research, self-knowledge, and informed choices.</p> <p>Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</p> <p>There are strategies to improve one's professional value and marketability.</p>

Inter-Disciplinary Connections:

DA.K-2.1.1.2.Cr	Creating
DA.K-2.1.1.2.Cr1	Generating and conceptualizing ideas.
	Explore
DA.K-2.1.1.2.Cr1a	Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.
DA.K-2.1.1.2.Cr1b	Combine movements using the elements of dance to solve a movement problem.
DA.K-2.1.1.2.Pr5	Developing and refining techniques and models or steps needed to create products.
	Embody, Execute
DA.K-2.1.1.2.Pr5a	Identify personal and general space to share space safely with other dancers. Categorize healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.
DA.K-2.1.1.2.Pr5d	Explore a variety of body positions requiring a range of strength, flexibility and core support.

DA.K-2.1.1.2.Cn11

Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Relate

DA.K-2.1.1.2.Cn11a

Observe a dance and relate the movement to the people or environment in which the dance was created and performed.

Equity Considerations

Amistad Mandate

Topic:

Materials Used:

Addresses the Following Component of the Mandate:

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in this Country

Holocaust Mandate

NA

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses): Disabilities in Sport

Materials Used: <https://www.sports.org.au/parabadminton>

Addresses the Following Component of the Mandate: A para-badminton league is on the rise, making way for men and women to compete regardless of physical diasability.

- Economic
- Political
- Social

Climate Change

<https://www.commonwealthfund.org/publications/explainer/2022/may/impact-climate-change-our-health-and-health-systems>

This article shares the importance of being aware of climate change as it relates to physical and mental health. Being in good health, and being able to adapt to ever-changing weather conditions is a key part of living and long, healthy life.

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses): Breaking Stereotypes

Materials Used: <https://asamnews.com/2016/08/06/all-asian-american-olympic-badminton-team/>

<https://oxfordre.com/literature/view/10.1093/acrefore/9780190201098.001.0001/acrefore-9780190201098-e-808>

Addresses the Following Component of the Mandate: Because of stereotypes, Asian Americans are not typically viewed as holding major spots in US sports. Breaking that stereotype, we have seen full US Olympic Badminton and Ping Pong teams made up of only Asian American players.

- Economic
- Political
- Social

Alternative Assessment

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolio

Benchmark Assessment

Writing prompt

Skills based assessment

Reading response

Summative Assessment:

- Marking Period Assessment
- Unit Assessment- Skill
- Unit Assessment- Written

Resources & Materials:

- Equipment
 - Badminton Nets
 - Badminton Rackets
 - Boundary Markers

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

- Describe what is accountability.
- Predict what may happen if you don't present accountability.
- Relate accountability to the success or failure in sports.
- Identify patterns of independence with success or failure in sports.

- Develop a logical argument explaining when independence could go wrong in sports.
- Identify patterns of the forehand and backhand by listing the common steps.
- Analyze how individual sports can be translated into team sports.
- Connect how/if external factors play a role in individual sports.
- Determine what aspects are needed to turn individual sports into doubles (2v2).
- Predict what may occur in doubles if partners do not trust each other.

Formative Assessment:

- Anticipatory Set
- Closure
- Warm-Up

Modifications

ELL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions

- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers

- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

Technology Materials and Standards

Computer Science and Design Thinking Standards
