

MS PE Badminton/Pickle Ball

Content Area: **Health & Physical Education**
Course(s): **Health I**
Time Period: **September**
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Status: **Published**

Unit Overview:

During the Badminton unit, students will learn proper technique in hitting a shuttlecock, the rules of the game and the history of the game. Badminton is an Olympic sport and is much more popular in other parts of the world. It will be emphasized that badminton can be played both indoor and outdoor. It has become a popular game to be played at picnics and parties. By knowing how the game is played, students should be more confident and outgoing in these type of social settings.

Pickle Ball is a great unit because of the fact that the sport can be played well beyond the adolescent years. Pickle Ball calls for skills such as agility, speed, touch, muscular strength, muscular endurance, fitness and flexibility. Students will be taught how to correctly use backhand, forehand, long game, short game when attacking and how to smash the ball. Students will also learn strategies of the game along with the history of the most widely played sport in the world.

Basic Rules of Pickleball The serve must be hit underhand and each team must **play** the first shot off the bounce. After the ball has bounced once on each side, both teams can either volley the ball in the air or **play** it off the bounce. To volley a ball means to hit it in the air without letting the ball bounce.

Essential Questions:

1. What type of hit is used for a serve?
2. A player uses a smash to drive their opponents to the back of the court, and then uses a net shot as their next stroke. This is an example of:
3. A point that must be replayed is called a(n)?
4. When two teams hit the shuttle back and forth, this is called a:
5. To start a badminton game, how should players determine who serves first?
6. How many points does a server get for winning a rally?

7. How many points does the non-serving team earn for winning a rally?
8. What may touch the net without a fault being called?
9. A shot from your non-dominant side is called?
10. What country did badminton originate and what year?
11. After a successful serve in the right box, a point was awarded. What will happen next?
12. Determine if the situation would be considered a fault or not.
 - serve is overhand
 - one foot is in the serves box
 - hitting through the net
 - the shuttle hits the net during a rally
 - reaching over the net
13. How is pickleball and badminton serving rotation the same? Different?
14. Explain how etiquette and sportsmanship is displayed during badminton/pickleball?

Enduring Understandings:

1. In today's work place environment, workers are asked to work together and collaborate more than ever. By working together, you can achieve your goals with greater efficiency.
2. Everyone in the group has a role and needs to contribute. Teams work best when everyone is working together and trying to achieve the same outcome.
3. Short term benefits of physical activity: more energy, heart & lungs work more efficiently, strengthens bones, helps coordination & balance, maintain healthy weight, handle stress and everyday challenges, higher self-esteem, concentrate in school, meet new people, willingness to work as a team.

Long-term benefits of physical activity: live longer and healthier life, lower risks for disease (diabetes,

heart/vascular), lower risk of depression, more likely to be at a healthy weight, increase job performance

4. In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines.

5. Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.

6. Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong activity.

7. Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.

Standards/Indicators/Student Learning Objectives (SLOs):

HE.6-8.2.2.8.LF.2	Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
HE.6-8.2.2.8.LF.3	Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
HE.6-8.2.2.8.PF	Physical Fitness
HE.6-8.2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
HE.6-8.2.2.8.PF.4	Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.
HE.6-8.2.2.8.MSC	Movement Skills and Concepts
HE.6-8.2.2.8.MSC.2	Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
HE.6-8.2.2.8.MSC.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).
HE.6-8.2.2.8.MSC.4	Analyze, and correct movements and apply to refine movement skills.
HE.6-8.2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
HE.6-8.2.2.8.MSC.6	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings. Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities). Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness. A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T.)).

Lesson Titles:

Lesson 1 - History and Rules of Badminton/Pickle Ball (Study Guide and Packet)

Lesson 2 - Technique and Strategy

Lesson 3 - Small Group Work and Practice Games

Lesson 4 - Gameplay

Career Readiness, Life Literacies, & Key Skills:

WRK.9.1.2.CAP.2	Explain why employers are willing to pay individuals to work.
WRK.9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
WRK.9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

Inter-Disciplinary Connections:

WL.K-12.1	Communicate
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Equity Considerations

Amistad Mandate

Topic: Racism in Sports

Materials Used: <https://www.nbcnews.com/news/world/english-soccer-has-been-blighted-racism-also-leads-charge-against-n1274180>

Addresses the Following Component of the Mandate: There are implicit biases and stereotypes across all sports, especially soccer. This article shares how a black soccer player was criticized for playing the sport and mocked when making mistakes in games, regardless of the skills that got him to the professional level.

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

Holocaust Mandate

Topic: Equal pay for women in sports.

Materials Used: <https://www.nytimes.com/2022/02/22/sports/soccer/us-womens-soccer-equal-pay.html>

Addresses the Following Component of the Mandate:

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses): LGBTQ players in sport and the Stigmas they carry

Materials Used: <https://www.nbcnews.com/think/opinion/first-openly-gay-nfl-player-carl-nassib-could-be-turning-ncna1271896>

Addresses the Following Component of the Mandate: The first openly gay man to actively play for the NFL at the time of coming out was not until 2021.

- 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): Younghoe Koo, Asian American NFL field goal kicker.

Materials Used: https://www.espn.com/nfl/story/_/id/30588259/how-younghoe-koo-career-went-nfl-nightmare-pro-bowl

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Alternative Assessment

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Benchmark Assessment

Writing prompt

Skills Based Assessment

Summative Assessment:

1. Badminton Written Assessment

Test: https://docs.google.com/forms/d/1jfyH81_XSmc7Uc82IGXN4y-A-i4On5KrCzF-2ub4w9Q/edit

Password:badminton

2. Badminton Skills Assessment

1. Pickle Ball written assessment:

Test: https://docs.google.com/forms/d/1QL39IRIKQa43fCve_a25RgmflTB5gH3t-CIKJJNKLjQ/edit

Password: Pickelball

2. Pickle Ball skill assessment

- Alternate Assessment
- written assessment

Resources & Materials:

Unit Packet & Study Guide

Badminton net

shuttles

raquets

Alternative raquets

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

Strategies: Group Work, Individual Practice, Practice Games, Tournament Games

Learning Activities:

1. Proper technique of swinging a racket to hit birdie/wiffleball (serve, forehand, backhand, overhead). (Understanding, Applying, Analyzing)
2. Learn rules of game of badminton/pickleball. (Remembering, Understanding, Applying)
3. Play games against classmates. (Applying)
4. Go over Study Guide (Remembering, Understanding, Applying, Evaluating)
5. Badminton/Pickleball Unit Assessment (Remembering, Understanding, Applying, Evaluating)

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

Websites for research

www.Youtube.com

<https://www.youtube.com/watch?v=1UIhKZCPMYM>

<https://www.youtube.com/watch?v=6kPJDj4LF1o>

<https://www.youtube.com/watch?v=qmYF67dqNaQ>

https://www.youtube.com/watch?v=eaR5fXi_TrM&t=4s

Chromebooks

TECH.8.1.P.A.1

Use an input device to select an item and navigate the screen.

TECH.8.1.P.A.CS1

Understand and use technology systems.

Computer Science and Design Thinking Standards
