Feb. Badminton - Grade 6

Content Area: **P.E.**
Course(s):
Time Period: **February**
Length: **4-5 Weeks**
Status: **Published**

Unit Overview

This unit teaches the vocabulary terms and skills needed to play the game of badminton.

Enduring Understandings

Lifelong fitness is a goal that is achieved by developing skills that allow us to engage in a variety of sports in a safe and enjoyable manner.

Students will also be able to make connections and notice similarities to other sports they enjoy.

Essential Questions

What are the vocabulary terms in badminton a person must know in order to play the game?

What are the rules of badminton?

What are the safety procedures and rules for badminton?

How is similar to other popular sports?

What needs to be done to demonstrate good sportsmanship and to keep the activity safe?

Instructional Strategies & Learning Activities

Students will learn proper way to hold a badminton racket and how to strike a birdie. Students will learn the proper way to rotate and how the badminton	<u>Badminton 1:</u> Students will watch as the teachers demonstrate how to hold a badminton racket and strike a birdie.. The teachers will show the students a demo	Rackets, badminton nets, volleyball standards, birdies.	Teacher will observe how to students rotate. Teachers will look for suggestions and corrections if needed for a student.

unit will be organized.	of what a real game would look like explaining all boundaries. Students will be shown the proper way to rotate. Teachers will explain how the unit will be conducted. (5 minute games, then rotate to another court) Students will get a chance to practice playing and rotating.		

Students will demonstrate the proper way to serve with the correct safety procedures.	<u>Badminton 2:</u> Set up students at their courts. Go over boundaries. Q/A with class about differences and similarities between volleyball and badminton. Go over safety procedure for serving on a modified court while playing doubles. Have students serve practicing the correct procdures.	Rackets, badminton nets, volleyball standards, birdies.	Teacher will observe how to students rotate. Teachers will look for suggestions and corrections if needed for a student. Guided Practice.

Students will be able to evaluate other students on their serving.	<u>Badminton 3</u> Students will be practicing the serving while their partner evaluates their form. After the teammates are both able to evaluate they will try to fix any issues that may need to be fixed. Students will then play practice games if time allows it.	Rackets, badminton nets, volleyball standards, birdies.	Peer evaluation.

Students will be able to self-evaluate while performing the skills	<u>Badminton 4-10</u> Students will form teams and play 5-7	Rackets, badminton nets, volleyball standards, birdies.	T-Observation

needed to succeed in a game of badminton.	minute games. After rotating, students will record scores. At the end of class students will record one aspect they felt they did well and one they can improve.		Self-eval Score Cards

Students will learn complete the badminton test.	Badminton 11 Students will take a badminton test. When finished with the test, students can play mixed matches.	Rackets, badminton nets, volleyball standards, birdies.	Test.

Integration of Career Readiness, Life Literacies and Key Skills

Students choose the various responsiblities for the game play and record accordingly. Students must exhibit responsibilites of safe environment, care for equipment, and cooperative skills to safely and fairly participate in game play.

	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.CT	Critical Thinking and Problem-solving
	Multiple solutions often exist to solve a problem.
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Technology and Design Integration

Video streaming of appropriate techniques and skills for individual and team participation in the game of badminton.

Interdisciplinary Connections

Students choose the various responsiblities for the game play and record accordingly. Students must exhibit responsibilites of safe environment, care for equipment, and cooperative skills to safely and fairly participate in game play.

LA.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.8.1.C	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
LA.SL.8.1.D	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Choices will be offered for pairings with partners or play singles matches.

Students will be utilize a modified serving place and work towards using regulation distance at own pace (teacher will set a minimum distance).

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

Physical and learning accommodations based on individual IEP's will be closely monitored.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

Additional Benchmarks used in this unit:

Various skills assessments and observing appropriate skills and techniques during game play will be used.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Skills assessments, teacher observation, student self-assessment, peer assessment will be used to support development of badminton techniques and strategies.

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Completion of badminton test.

Instructional Materials

Badminton materials

Teaching materials

Standards

2.2.8.MSC	Movement Skills and Concepts
	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).
2.2.8.MSC.2	Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
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).
2.2.8.MSC.4	Analyze, and correct movements and apply to refine movement skills.
	Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.
2.2.8.MSC.6	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
2.2.8.PF	Physical Fitness
	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.).
2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits

	of regular physical fitness activity.
2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity.