

## Delaware Model Unit Gallery Template: Physical Education

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and juring process to ensure alignment to selected Delaware Content Standards.

**Unit Title:** **Badminton**

**Designed by:** **Mr. Kunzweiler**

**District:** **Academy of Dover**

**Grade Cluster:** **:3-455**

**Time Frame: (Number of lessons)**

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### Summary of Unit

This is an introductory unit on Badminton game skills and terminology.

## Stage 1 – Desired Results

What students will know, be able to do and understand

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### Delaware Physical Education Standards

- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities
- Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities
- Participates regularly in physical activity
- Achieves and maintains a health-enhancing level of physical fitness
- Exhibits responsible personal and social behavior that respects self and others in physical activity settings
- Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity

**Big Idea: Fit For Life**

### **Unit Enduring Understanding(s)**

- Full-sentence, important statements or generalizations that specify what students should understand from the Big Ideas (s) and/or Content Standards and that are transferable to new situations

The student will understand that some physical activity involves the use of striking a variety of objects with different amounts of force.

The student will understand that we need to move to complete skills throughout life.

The student will understand that physical activity can be challenging.

### **Essential Questions:**

How does badminton teach you about movement and force?

### **Unit Essential Questions(s)**

- Open-ended questions designed to guide student inquiry and learning

What are the ways you can move while playing Badminton?

### **Knowledge and Skills**

- Needed to meet Content Standards addressed in Stage 3 and assessed in Stage 2

#### **Students will know...**

Space is both personal and general

Relationships of people to objects

How Badminton can create healthy living

How to play fair

How to locate and count their pulse

That activity can be fun

There is a correct way to behave in a physical activity setting

#### **Students will be able to...**

Perform fundamental skills related to Badminton

Actively participate with others and byself

Comply with rules of the class and of good sportsmanship

## Stage 2 – Assessment Evidence

Evidence that will be collected to determine whether or not Desired Results are achieved

### Suggested Unit Transfer Task(s)

An effective transfer task for ALL students should be designed to include:

- \*Complex, real-world, authentic applications
- \*Demonstration of high-level thinking with one or more facets of understanding (e.g., explain, interpret, apply, empathize, have perspective, self-knowledge)

The University of Delaware is coming to our school to design a new obstacle course. They want your help to do this. By using the skills you have learned in class they want you to demonstrate skills that they could place in the course. You will also be asked to write the directions and if necessary draw pictures to illustrate your skills.

### Rubric(s)

- Scoring guide to evaluate transfer tasks used as evidence of student proficiency  
An effective scoring guide should:
  - \*Measure what is appropriate for the Content Standard that is assessed.
  - \*Provide opportunities for differentiation of the transfer tasks used as evidence of student proficiency.

#### EVALUATION RUBRIC FOR PHYSICAL EDUCATION

##### Meets/Exceeds

Language Evaluation: Student writes sentence using appropriate action word or draws picture of appropriate action word.

Movement Skills Evaluation: When asked to perform a movement skill, student does correct movement and performs all critical elements of the skill.

Reflection of Skill to Evaluate: Student includes detailed information about thoughts, feelings about the skill, and actions in the skill. Student explains own abilities to the skill.

##### Acceptable

Language Evaluation: Student knows appropriate action word but needs help from teacher to clarify sentence.

Movement Skills Evaluation: When asked to perform a movement skill, student either does correct movement or performs all critical elements of the skill but not both.

Reflection of Skill to Evaluate: Student includes likes/dislikes of skill and states what progress toward achieving skill was made.

## Unacceptable

Language Evaluation: Student cannot think of action word.

Movement Skills Evaluation: When asked to perform a movement skill, student cannot do correct movement and perform all critical elements of the skill or students can do less than half of required skills correctly.

Reflection of Skill to Evaluate: Student cannot talk about any aspect of the skill, and is not able to include any personal logical thoughts about the experience.

### Other Evidence

- Performance Assessment(s) for student understanding of the Stage 1 elements (Enduring Understandings, Essential Questions, Big Ideas) found in the Content Standards
- Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations)

Are the students able to perform, Locomotor skills; striking the birdie with an underhand swing, overhand swing?

Cognitive response. Correctly answer questions related to terminology either orally or written.

Affective, can the students reflect orally or in writing about their experiences.

Are the students having fun in class and willingly participating?

Students are encouraged to keep a journal and create art work to show understanding of the activities

### Student Self-Assessment and Reflection

- Opportunities for self-monitoring learning (e.g., reflection journals, learning logs, pre- and post-tests, self-editing – based on ongoing formative assessments)

Students are given time at the end of the lesson to reflect on the day's lesson.

## Stage 3 – Learning Plan

Learning activities need to align with Stage 1 and Stage 2 and show connections to prior learning

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### Key learning events needed to achieve unit goals

- Scaffold in order to acquire information, construct meaning, and practice transfer of understanding
- Provide ongoing opportunities for self-monitoring and self-evaluation

Lesson plans may be attached to Stage 3 and must include relevant citations and follow U.S. copyright laws. <http://www.umuc.edu/library/copy.shtml>

Students are given practice time to develop skills talked about during class. This practice time should be as an individual and with a partner.

## Resources and Teaching Tips

### Resources

- Include a variety of resources (texts, print, media and web links) that best supports the unit.

Prior experience

Prior learning

### Teaching Tips

- Provide tips to help teachers identify and correct student misunderstandings and weaknesses.

Allow time for students to experiment with movement. Do not be quick to correct mistakes.

### Accommodations/Differentiation

- Stage 2 and 3 allow students to demonstrate understanding with choices, options, and/or variety in the products and performances without compromising the expectations of the Content Standards.
- Describe how instruction may be varied to address differences in readiness, interest, and/or learning profiles.

Students learn at different rates and in different settings. They should be given the opportunity to practice by themselves, with a friend or in a group. Directions and expectations are always given at the start of class and reviewed as needed. Adaptations and individual instruction are also made this way.

## Design Principles for Unit Development

Please check the design principles below that are embedded within the unit

- International Education** - the ability to appreciate the richness of our own cultural heritage and that of other cultures and to provide cross-cultural communicative competence.
- Universal Design for Learning** - the ability to provide multiple means of representation, expression and engagement to give learners various ways to acquire and demonstrate knowledge.
- 21<sup>st</sup> Century Learning** – the ability of to use skills, resources, & tools to meet the demands of the global community and tomorrow’s workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth.(AASL,2007)

(Briefly explain how design principle(s) are embedded within the unit design.)

Students are evaluated on a continual basis and in a variety of ways. This gives the students who are not able to meet the physical challenges the ability to use their abilities to express themselves.

### Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

The use of an overhead projector could be used to show positions and strategies. A computer could also be used for research.

### Connections to Other Areas

Suggestions for integrating instruction with other curricular areas, school support services (health services, counseling, nutrition services and school climate) families and communities.

These lessons allow for the use of Math skills, counting and shapes while doing this activity.

Research into other countries and cultures who play the game