



Manhattan Center for Science and Math High School

Physical Education Department Curriculum

Badminton

<http://mcsportal.net>

Marking Period 2

Topic and Essential Question (6 Week Unit)

Week 1-What is the history of badminton? What are some birdie handling drills we can do to get familiar with the equipment? How do we correctly hold a badminton racquet? What is the V grip and which pass is associated with this grip? What is the thump grip and what pass is associated with this grip? What are the correct steps and important cues to successfully execute the forehand clear pass? How do we correctly execute the backhand clear pass?

Week 2-What the different types of shots in badminton? What is the push shot? How do we correctly execute the net shot? How do we correctly execute the smash? When is it best to use the smash?

Week 3-What are the difference and similarities between playing doubles and singles in badminton? How does strategy change when playing doubles from playing singles matches?

Week 4- What are the basic rules of the game of badminton? How can we use all of the learned kills and concepts to have successful games? How do we properly executed both singles and doubles matches in badminton?

Week 5-How can we improve on the skills we are currently using in the badminton games? How do the games we are playing on our courts differ from playing regulation court games? What are some strategies the teams can use to improve the game play?

Week 6- What have we learned from the badminton unit and the games we played?

Unit/Topics

Week 1- History of badminton, birdie handling skills, forehand passing

Week 2- passing drills backhand and forehand, combining all of the skills learned into different drills

Week 3- different types of shots is badminton,

Week 4- GAMEPLAY-Rules of the game, badminton singles games and doubles games and the different rules, rule modification in the gymnasium

Week 5- GAMEPLAY-strategies, reflection on the skills

Week 6-GAMEPLAY- physical and written assessment

SWBAT/Objectives

Student Learning Outcomes/Student Objectives:

Psychomotor domain-

As a result of participating in the badminton unit, students will use the learned skills (passing, shooting, defending) to play singles and doubles games with their peers. Students will learn the correct way of performing each skills and how to combine all of the skills when working with teammates.

Cognitive domain-

As a result of participating in the badminton unit, students will understand the correct steps needed to execute each skills and when it is appropriate for the student to use the skills. Students will also understand the concept of teamwork, sportsmanship, and formations in order to play a successful game of badminton.

Affective domain-

As a result in participating in the badminton unit, students will learn through peer demonstrations, class discussions, group and individual practice. Students will be able to work with their peers to improve on the skills learned in the unit and apply the knowledge gained to play a game of badminton outside of the school physical education setting.

Vocabulary/Key Terms Attacking clear, backhand, forehand, clear, base line, doubles, singles, center line, high clear, underhand clear, smash, flick, fault, net shot, push shot, rally, serve, match, service court, birdie, wood shot, drop shot,

Assessments: Visual Assessment, Skill Rubrics, Physical Skill Assessment, Written Assessment

NYS Standards/Common Core Standards:

NYC Content Standards/Benchmarks:

Personal Health & Safety:

This lesson incorporates the key idea of motor performance. The students will number of badminton skills which they will use when playing badminton games.

A Safe and Healthy Environment:

The unit incorporates the key ideas regarding personal behavior during physical activity. The students will follow the rules and directions of the lesson's activities, drills, and procedures. Students will also learn the key terms and use the vocabulary in the game setting. Students will adhere to the modifications set in place to safely participate in the games.

Resource management:

This unit will teach students the necessary skills students will need to play a game of badminton. From the knowledge gained students will be able to play the game on their own free time outside of the school setting.

Differentiated Instruction:

- Flexible grouping
- Cooperative Learning
- Visual Learning through peer demonstration
- Motivation through visual and interactive questions
- Reading Resources

ELLs:

1. Grouping students who are ELL with students who speak the same language
2. Visual demonstration of the skills and drills

SWDs:

1. Review of the skills and concepts learned in the previous lesson
2. Grouping with students who are excelling at the skill to aid students who are having difficulties

High-Achievers:

Use the students how are high achieving in the sport/skill to work with students are learning the skills. Students will be asked to present the skill to the class and explain the best sequence of steps he/she used in order to successfully execute the skill.

Resources/Books Rubrics, Reading materials sent through Pupil Path,

Homework: Per Teacher