

# Unit 18: Badminton

<b>Unit #:</b>	APSDO-00026671	<b>Duration:</b>	5.0 Lesson(s)	<b>Date(s)</b>	
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**Grade(s)**  
 5, 6, 7, 8

**Subject(s)**  
 Wellness

## Unit Focus

In this unit, students will experience badminton through a deliberate focus on serving, striking, and court coverage. Students will demonstrate improved performance by participating in small team objectives and skill developing activities.

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p><b>Connecticut Goals and Standards</b>  <i>Physical Education: 4</i></p> <ul style="list-style-type: none"> <li>Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in increasingly more complex movement and game forms <i>M.10.1</i></li> </ul> <p><i>Physical Education: 8</i></p> <ul style="list-style-type: none"> <li>Apply characteristics of performance in a variety of activities for purposeful, recreational, skill and fitness outcomes <i>H.11.2</i></li> <li>Apply safe practices, rules, procedures</li> </ul>	<p><b>T1</b> (T1) Develop skills, knowledge and concepts needed to make appropriate decisions to create a healthy and balanced lifestyle.</p> <p><b>T2</b> (T4) Identify a goal, determine an appropriate plan, evaluate its effectiveness and make appropriate adjustments.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p><b>U1</b> (U101) Knowing where your body is located in space keeps you moving where you want to go.</p> <p><b>U2</b> (U102) Traveling from one point to another requires execution of a repeated technique.</p> <p><b>U3</b> (U107) Knowing the techniques (body position, correct movements) makes it more</p>	<p><b>Q1</b> (Q100) How can I keep my body centered?</p> <p><b>Q2</b> (Q101) How do I use my body to move around the ____ (field, gym, dance floor)? How do I stay aware of where everyone else is?</p> <p><b>Q3</b> (Q107) How do I hit the ball/object to get it where I want it to go?</p>

<p>etiquette and good sportsmanship in all physical activity settings, and take initiative to encourage others to do the same <i>H.13.1</i></p> <ul style="list-style-type: none"> <li>• Demonstrate competence in applying basic locomotor, nonlocomotor and manipulative skills in the execution of more complex skills <i>H.9.2</i></li> <li>• Develop and demonstrate initiative in implementing strategies for including all persons, despite individual differences, in physical activity settings <i>H.13.3</i></li> <li>• Use self, peer, teacher and technological resources as tools to implement performance improvements in self and others <i>H.10.2</i></li> </ul>	<p>likely to hit the ball/object effectively.  <b>U4</b> (U109) Keeping the ball in the air requires rhythm and force that can be developed over time.  <b>U5</b> (U108) Demonstrating proper technique (body position, correct movements) creates a predictable outcome.</p>	<p><b>Q4</b> (Q109) How do I keep the ball alive?  <b>Q5</b>  How do I position my body in order to direct the object to the place I want it to go.</p>
<b>Acquisition of Knowledge and Skill</b>		
<b>Knowledge</b>	<b>Skill(s)</b>	
	<p><b>S1</b>  Gr 5-8: Strike with a mature overhand pattern in a dynamic environment/modified game setting</p> <p><b>S2</b>  Gr 5-8: Demonstrate the mature form of forehand and backhand strokes with a long handed implement</p> <p><b>S3</b>  Gr 5-8: Transfer weight with correct timing using low to high striking pattern with the long handed implement</p> <p><b>S4</b>  Gr 5-8: Demonstrate forehand and backhand volleys with controlled form</p> <p><b>S5</b>  Gr 5-8: Recall the fundamentals of striking skills associated with the activity</p>	