

D A Y I N U N I T	*Content Strand *Learning Target -I Can *Essential Questions -WHY?? -How do you know? Curriculum document Common Core	Vocabulary/ Vocab Activity Activities Activities II	Thoughtful Ed./ Student Engagement www.marshall.kyschools.us/ www.muhlenberg.kyschools.us/?q=node/61 Engagement Cube Cube II (examples)	Literacy/Reading in the Content Literacy Ideas	Formative/ Summative Assessment F –Formative S-Summative www.act.org/standard/guides/explore/ Strategies More Ideas	Differentiation T-Task S-Special Needs G-Gifted/Accel. http://serge.ccsso.org/Ideas 9 Types Big Explanation Tool	Technology 50 Ideas
1	<p><i>PL-07-2.1.1</i></p> <p><i>Students will apply a combination techniques of locomotor and nonlocomotor skills which are necessary for the improvement of transitional motor skills (e.g., punting, serving, dribbling):</i></p> <p><i>PL-07-2.1.2 Students will interpret the role that principles of motor skill refinements (e.g., accuracy, technique, movement) have in skill development.</i></p> <p><i>PL-07-2.2.5</i></p> <p><i>Students will identify rules of behavior and fair play (e.g., accepting authoritative decisions, assessing one's own performance level, accepting skills and abilities of others through verbal and nonverbal actions for spectators and/or participants) that are necessary during games and</i></p>	<p>The teacher will give a description, explanation, or example of the new term.</p> <p>Individual skill practice:</p> <p>Underhand serve, backhand, forehand</p> <p>Peer observation:</p>	<p>Task rotation: Peer observation at serve, self assessment at backhand and forehand</p>	<p>Learning logs – vocabulary terms (bell ringer)</p>	<p>Venn diagram (Comparing forehand and backhand)</p>	<p>G-% of skills completed S-perform 2 cues/ball instead of birdie</p>	

	<p><i>sports.</i></p> <p>I can demonstrate correct technique for a forehand return.</p> <p>I can demonstrate the correct technique for a backhand return</p> <p>I can demonstrate the underhand serve, using correct technique</p> <p>I can assess and critique my own performance as well as peers for all skills.</p> <p>I can identify the relationship between effort, practice, and skill improvement for all learned skills.</p>						
2	<p>I can demonstrate a the correct technique for a push shot</p> <p>I can demonstrate correct form for a forehand and backhand drop</p>	<p>Push shot, backhand and forehand drop</p> <p>Individual skill practice</p> <p>Peer observation</p>	<p>Differences-Compare and contrast (badminton and pickleball)</p>	<p>Learning logs (Vocab notebook-bell ringer)</p>	<p>Analogy prompt i.e. Badminton is like volleyball because...</p>	<p>G-Checklist (# of hits in designated area) S-Ball in place of birdie, 2 cues performed</p>	
3	<p><i>PL-07-2.2.4</i></p> <p><i>Students will describe how offensive and defensive strategies are used in games and sports.</i></p> <p><i>PL-07-2.2.5</i></p>	<p>Partner assessment: Forehand and backhand smash</p> <p>All skills-rally play</p>		<p>Think pair share</p>	<p>3 minute pause (discussion and reflection on all skills)</p>	<p>G-Peer assess and coach S-Use 2 skills close to the net</p>	

<p><i>Students will identify rules of behavior and fair play (e.g., accepting authoritative decisions, assessing one's own performance level, accepting skills and abilities of others through verbal and nonverbal actions for spectators and/or participants) that are necessary during games and sports.</i></p> <p>I can explain when to use a forehand or backhand.</p> <p>I can describe correct technique for a forehand smash</p> <p>I can demonstrate the correct technique for a backhand smash</p> <p>I can apply all skills and the appropriate time during rally play.</p>					
<p>4 <i>PL-07-2.2.5</i></p> <p><i>Students will identify rules of behavior and fair play (e.g., accepting authoritative decisions, assessing one's own performance level, accepting skills and abilities of others through verbal and nonverbal actions for spectators and/or participants) that are necessary during games and sports.</i></p>	<p>Game: Rules, positioning, scoring</p>	<p>Three's a crowd (backhand drop, forehand drop, overhead smash)</p>	<p>Learning logs</p>	<p>Hand signals (3 goggles or thumbs up for understanding)</p>	<p>G-What should be included with backhand and forehand drop S-One difference between forehand drop and smash</p>

	<p><i>PL-07-2.2.4</i></p> <p><i>Students will describe how offensive and defensive strategies are used in games and sports.</i></p> <p>I can identify proper positioning when playing doubles and singles..</p> <p>I can describe and apply rules and rules of behavior during game play.</p>						
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5	<p><i>PL-07-2.2.4</i></p> <p><i>Students will describe how offensive and defensive strategies are used in games and sports.</i></p> <p><i>PL-07-2.2.5</i></p> <p><i>Students will identify rules of behavior and fair play (e.g., accepting authoritative decisions, assessing one’s own performance level, accepting skills and abilities of others through verbal and nonverbal actions for spectators</i></p>	<p>Game: Rules, positioning, scoring</p>	<p>Compare and contrast (forehand drop vs. forehand drive)</p>	<p>Learning logs- vocabulary terms (bell ringer)</p>	<p>Exit slip</p>		<p>S-One cue for each skill</p>

<p><i>and/or participants) that are necessary during games and sports.</i></p> <p>I can identify proper positioning when playing doubles and singles..</p> <p>I can describe and apply rules and rules of behavior during game play.</p> <p>I can construct and apply offensive and defensive strategies to gain advantages on my opponent.</p>					
<p>6 <i>PL-07-2.2.5</i></p> <p><i>Students will identify rules of behavior and fair play (e.g., accepting authoritative decisions, assessing one’s own performance level, accepting skills and abilities of others through verbal and nonverbal actions for spectators and/or participants) that are necessary during games and sports.</i></p> <p><i>PL-07-2.2.4</i></p> <p><i>Students will describe how offensive and defensive strategies are used in games and sports.</i></p> <p>I can identify proper positioning when</p>	<p>Game: Rules, positioning, scoring</p>	<p>Learning logs- Vocabulary terms (bell ringer)</p>	<p>Summative assessment: M/C Extended Response</p>		<p>S-Modified M/C Fill in the blank</p>

	<p>playing doubles and singles..</p> <p>I can construct and apply offensive and defensive strategies to gain advantages on my opponent.</p> <p>I can describe and apply rules and rules of behavior during game play.</p>						
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Unit Topic: Badminton

Franklin-Simpson Middle School

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