

Winslow Township School District
9-12 Physical Education
Table Tennis/Badminton

Overview: The students will learn and practice methods to play the game of Table Tennis/Badminton, utilizing rules, skills, cooperation and teamwork. Students will have opportunities to progress their skills through individual and group practices.

Overview	Standards	Unit Focus	Essential Questions
Table Tennis/Badminton	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Use the information gathered to further explore the impact of table tennis/badminton as a global sport. • Understand and identify technical, tactical and positional play. • Analyze the rules and apply them to game situations Understand and identify terminology and scoring that apply to the game/activity. 	<ul style="list-style-type: none"> • How can understanding sportsmanship, rules, and safety carry over into everyday life? • What physical fitness skills are required to be successful at this sport? • How does effective and appropriate movement affect wellness? • Why do I have to understand concepts of movement when I can already perform the movement? • To what extent does strategy influence performance in competitive games and activities? • What is the process for choosing equipment for this sport?
Enduring Understandings	<ul style="list-style-type: none"> • Lifelong activity enhances personal fitness and improves self-confidence • By understanding good sportsmanship, rules and safety you can enhance your social interaction, ethical behavior and cooperation skills to be a productive member of society. • Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. • Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities. • Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations • Explain and/or demonstrate ways to utilize skills across multiple games and activities • Analyze their ability to use force and motion to impact movement/performance 		

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Curriculum Unit	Standards		Pacing	
			Days	Unit Days
Table Tennis & Badminton	2.5.12.B.1	Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive and cooperative strategies.	2	13
	2.5.12.B.2	Apply a variety of mental strategies to improve performance.	2	
	2.5.12.B.3	Analyze factors that influence the intrinsic and extrinsic motivation and employ techniques to enhance individual and team performance.	2	
	2.5.12.A.2	Analyze application of force and motion (weight transfer, power, speed agility, range of motion) and modify movement to impact performance.	2	
	2.5.12.C.1	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.	2	
	2.5.12.C.3	Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact	1	
	Assessment, Re-teach and Extension		2	

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Content Statement	Indicator #	Indicator
Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.	2.5.12.B.1	Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.
Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.	2.5.12.B.2	Apply a variety of mental strategies to improve performance.
Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.	2.5.12.B.3	Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.
Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.	2.5.12.A.2	Analyze application of force and motion (weight transfer, power, speed agility, range of motion) and modify movement to impact performance.

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Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.	2.5.12.C.1	Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior
Cultural practices regarding physical activity, sports, and games reflect a microcosm of society.	2.5.12.C.3	Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact

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Assessment Plan

- Assess student’s knowledge in the form of a written test.
- Survey student’s knowledge through a K-W-L-A chart
- Teacher observation of skills
- Self-evaluation
- Peer evaluation
- Lead-up games
- Translation to game play
- Teacher lead skill based instruction
- Drill work
- Lead up game
- Student created drill work
- Current Event Article Summary
- Questioning Strategies
- Video Analysis
- Polls/Surveys
- Exit Tickets

Alternative Assessments:

In small groups students will practice/perform/evaluate the various types of table tennis/badminton skills. One student will videotape the practice/performance to use for review and skill evaluation.

Maintain a table tennis or badminton portfolio over time (digital) with journal reflections, research ideas, notation, videos, photographs, clippings about sport from magazines and newspapers, sport resources and performance “notes.”

Skill Rubrics

Written Rubrics on identified activities

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Resources	Activities
<ul style="list-style-type: none"> • www.naspe.org PE-Metrics “Assessing National Standards 1-6 in Secondary School” www.aapherd.org • www.pecentral.com • Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/ 	<ul style="list-style-type: none"> • History • Rules/regulations • Safety • Strategy • Sportsmanship/Etiquette • Table Awareness • Grip • Stance/Footwork • Forehand • Backhand • Serve • Return of Serve • Modified Games/Matches • Games/Matches/Tournaments
Instructional Best Practices and Exemplars	
<ol style="list-style-type: none"> 1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations 	<ol style="list-style-type: none"> 6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and advance organizers 10. Manage response rates

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9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training, 9.3 21st Century Life and Careers & 9.4 Life Literacies and Key Skills

9.2.12.C.3 Identify transferable career skills and design alternate career plans

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

Modifications for Special Education/504

Students with special needs: Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or CST Team Intervention Plan, and may include (but are not limited to) the following:

- | | |
|--------------------|------------------------------|
| Equipment size | Modified rules |
| Pictures | Preferential Seating |
| Spacing / distance | Modifications to Equipment |
| Peer partnering | Study guides/notes |
| Larger print | Modifications of assignments |
| Relaxed rules | Modifications of due dates |
| Safe environment | Modified Tests/Quizzes |

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Modifications for At-Risk Students	
<p>Formative and summative data will be used to monitor student success. Student work/performance will be reviewed to determine support. This may include parent notification, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards or:</p> <ul style="list-style-type: none"> • Increase one on one time • Teachers may modify instructions by modeling what the student is expected to do • Oral prompts can be given. • Using visual demonstrations, illustrations, and models • Give directions/instructions verbally and in simple written format. • Peer Support 	
English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grades 9-12 WIDA Can Do Descriptors:</p> <p style="padding-left: 20px;"><input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language</p> <p>This particular unit has limited language barriers due to the physical nature of the curriculum. The following can be utilized: Review previously learned terminology. Display labeled images of activity/sport terminology. Assign a native language partner.</p> <ul style="list-style-type: none"> • Assign a native language partner. • Pointing to objects as you say them, such as 'basketball' or 'racquet' • Physically demonstrating something, such as dribbling a basketball • Developing non-verbal cues, such as holding up a hand to say 'stop' • Using a whistle to indicate start and stop times or errors • Referring to a picture or diagram when introducing a new activity 	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the unit requirements. This will include allowing more opportunities to demonstrate creativity. In addition, the following can be utilized:</p> <ul style="list-style-type: none"> • Alternate Learning Activities/Units: Opportunities to pursue alternate activities permit students to engage in new learning and avoid the boredom of repeating instruction or unnecessary practice in skills already mastered. • Create and lead the class in a warm up focusing on body alignment, balance, strength, and coordination. • Create a detailed report on observations of other students and professional athletes.

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Interdisciplinary Connections

ELA

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Interdisciplinary Standards

RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

HS-LS2-3. Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

Integration of Technology Standards NJSL 8

8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

8.2.12.E.1 Demonstrate an understanding of the problem-solving capacity of computers in our world.