

El Monte Union High School District

Course Outline

District: EMUHSD
High School: Rosemead

Course Title: Badminton

Textbook(s): Badminton: Steps to Success

Copyright date/Edition: 2007; 2nd Edition

Transitional* (Eng. Dept. Only)

Sheltered (SDAIE)* Bilingual*

AP** Honors**

Department: Physical Education

CTE*** :
Industry Sector:
Pathway:

Check One
Introductory:
Concentrator:
Capstone:

Grade Level (s): 10,11,12

Semester Year X

Year of State Framework Adoption

This course meets graduation requirements:

- English
- Fine Arts
- Foreign Language
- Health & Safety
- Math
- Physical Education
- Science
- Social Science
- Elective

This course meets a-g requirements:

- "a" – Social Studies
- "b" – ELA
- "c" – Math
- "d" – Lab Science
- "e" – Language (not English)
- "f" – Vis/Perf Arts
- "g" – College prep elective

Department/Cluster Approval	Date
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Is this course an adaptation from another source?

- No
- Yes

If yes, please indicate the source of the original course:

*Instructional materials appropriate for English Language Learners are required.

For AP/Honors course **attach a page describing how this course is above and beyond a regular course. Also, explain why this course is the equivalent of a college level class.

***For CTE, **attach the CTE course outline** created in the online template (<http://ctecourse.scoe.net/>).

1. Prerequisite(s): PE 9
2. Short description of course which may also be used in the registration manual:

Objectives of course

Provide an opportunity for greater understanding and appreciation of the game of Badminton
Increase the skill level of each student
Improve overall physical condition through exercise and game play
Teach proper sportsmanship
Increase self-confidence

Overall course content

A course teaching the fundamental skills of badminton. Basic strokes; the overhead and the underhand clears, the high, low, flick and drive serves, drive, drop, and smash; history, rules, scoring, and court etiquette. Basic singles and doubles court play and game strategies. In addition, warm-up and cool-down procedures, as well as conditioning and nutrition for sport participation will be covered

Student performance standards

Student must identify and follow rules while playing sports and games.

Demonstrate movement skills and movement knowledge.

Express social development with other students and staff. Show evidence of a positive self-image.

Provide evidence of knowledge of strategies and the history of each sport.

Evaluation/assessment/rubrics

Wearing the proper athletic clothes.

Effort put forth in each activity.

Scores on various skill tests.

Written tests on rules and strategies of various sports.

Grades will be given based on the percentage of points each student has earned. Students will also receive a citizenship grade based on their behavior in the classroom.

Grading Scale

- . A = 90% - 100%
- . B = 80% - 89%
- . C = 70% - 79%
- . D = 60% - 69%
- . F = 50% - 59%

3. Course content:

Unit Title: **Sportsmanship**

Content: Students will receive instruction in the following topics:

Etiquette

Being a positive influence on teammates

Self-control of emotions

Proper behavior when winning and losing

How to conduct yourself regarding officials

Sample Assignment:

Students practice greeting and congratulating team members and opponents before and after the game.

Culminating Project:

Students are evaluated in a real game situation in the areas of the aforementioned "Content".

Unit Title: **Overhead Strokes**

Content:

The overhead clear, drive, smash and drop shots are demonstrated

Strategy is discussed on when to use these shots in a game and where to place them on the court

All 4 strokes are practiced with critique and instruction in various drills

Sample Assignment:

Students are fed birdies and they practice hitting the various shots

Culminating Project:

The students are fed birdies and told to hit their shot to a specific area of the court (hula hoops can be used as targets). 10 attempts are made, the number of successful strokes is recorded. The winning student receives extra credit

Unit Title: **Underhand Strokes**

Content:

The underhand clear, drive and drop shots are demonstrated

Strategy is discussed on when to use these shots in a game and where to place them on the court

All 3 strokes are practiced with critique and instruction in various drills

Sample Assignment:

Students are fed birdies and they practice hitting the various shots

Culminating Project:

The students are fed birdies and told to hit their shot to a specific area of the court (hula hoops can be used as targets). 10 attempts are made, the number of successful strokes is recorded. The winning student receives extra credit

Unit Title: **Rules and Strategies**

Content:

Rules and offensive and defensive strategies are discussed for both singles and doubles

Sample Assignment:

A demonstration game is played. Students watch as the teacher walks the class through game

Culminating Project:

Actual games are played as the teacher monitors for proper rule enforcement

Unit Title: **Doubles Tournament Play**

Content:

Students are familiarized with different type of tournament set-ups, including:

Single elimination

Double elimination

Round robin

Sample Assignment:

Students are given a sample bracket with fictitious names and a penny. They flip the penny to determine who wins each game. They then fill out the bracket according to the “flip” results

Culminating Project:

Class competes in the various tournament types

Unit Title: **Singles Tournament Play**

Content:

Students are familiarized with different type of tournament set-ups, including:

Single elimination

Double elimination

Round robin

Sample Assignment:

Students are given a sample bracket with fictitious names and a penny. They flip the penny to determine who wins each game. They then fill out the bracket according to the “flip” results

Culminating Project:

Class competes in the various tournament types

4. Describe how this course integrates the schools SLO (former ESLRs- Expected School-wide Learning Results):

(A) Graduates of Rosemead High School will be **ACADEMIC ACHIEVERS** who:

Exhibit good study and work habits and effectively use time and time management skills.

Students will be given the opportunity to show good work habits every day during each sport activity by giving forth a credible effort. Students will have their knowledge and instinct engaged by remembering rules and strategies of each sport activity.

(B) Graduates of Rosemead High School will be **RESPONSIBLE CITIZENS** who

Are able to work in collaborative groups to produce an outcome in a timely manner.

Students will have the opportunity to work together as a team in every game activity. They will learn that to be successful in this situation they must be a positive influence.

(C) Graduates of Rosemead High School will be **HEALTHY INDIVIDUALS** who

• Exhibit knowledge of high-risk activities that affect their health and how to avoid them.

Students will receive physical training in various activities. The Cardiovascular and Muscular system will receive extensive training.

(D) Graduates of Rosemead High School will be **PROFICIENT TECHNOLOGY USERS** who

Demonstrate competency in the use of computers and their applications.

Students will use Fitbit watches that will track their exercise results. They will need to access the Fitbit app using the technology found in a smart phone, tablet or computer. They will also access the internet with their smart phones for research on how to do various physical activities and to familiarize themselves with game play of various sports.

(E) Graduates of Rosemead High School will be **EFFECTIVE COMMUNICATORS** who

Effectively read, write, listen, speak and understand the English language

Students will have to effectively communicate with their teammates during games to be successful. They will have to learn the lingo of each sport and communicate the sports strategies to teammates.

(F) Graduates of Rosemead High School will be **COMPLEX THINKERS** who

Utilize creative analytical thinking.

Strategies for each sport requires critical thinking. Students have to think about what the other team is going to do and then develop an offensive and defensive strategy to combat their opponent. They will have to determine their opponent's strengths and weaknesses and plan accordingly. These strategies may have to be adjusted during game play requiring additional analytical thinking

5. Describe the Integrated ELD teaching techniques to be used to meet the needs of English Language Learners:

Cooperative Learning: Small learning groups (teams)

Visual Learning Methods: Demonstrations of procedures, with hands on learning and directions with Kinesthetic response to visual and /or auditory instruction.

6. Describe the interdepartmental articulation process for this course:

This course will complement the Science department because instruction will be given in kinesiology and anatomy/physiology

7. Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe how this course will address work-based learning/school to career concepts:

Through the variety of activities students will learn of several professions that relate to Physical Education, including; game official, physical trainer, recreational leader, coaching, physical therapist and athletic trainer.

8. Supplemental Materials of Instruction (Note: Materials of instruction for English Language Learners are required and should be listed below.)

Type of material (book, manual, periodical, article, website, primary source document, etc.)	Author	Publisher	Edition/Year	URL	Primary book, read in its entirety? (Y/N)
Badminton: Steps to Success	Tony Grice	Human Kinetics	2 edition (December 12, 2007)		Y