



<b>Course Title</b>	Unified Lifetime Sports	<b>Unit Title</b>	Unit 4 Pickle Ball, Tennis, Badminton
<b>Grade Level</b>	High School	<b>Pacing</b>	15 90 Minute Sessions
<b>Stage 1: Identify Desired Results</b>			
By the end of this unit, what should students know, understand, and be able to do?			
<b>Content Standards</b>			
<b>Rigor Track</b>		<b>Standard Track</b>	
Evaluate data that lead to improved performance in a variety of physical activity experiences.		Apply fundamental motor skills and complex skills needed to participate successfully in at least three lifetime activities.	
Implement leadership skills to promote responsibility in self and others.		Implement leadership skills to promote responsibility in self and others.	
<b>Understandings</b> Students will understand that...		<b>Essential Questions</b>	
Using data to make decisions is essential to planning.		What data are you collecting to improve your game proficiency?	
Leadership comes in many forms. Respecting personality types and communication styles has a positive impact on group success.		What data are you collecting to improve the proficiency of your peers?	
		How does data collection inform your training/practice decisions?	

<b>Knowledge</b> Students will know...	<b>Skills</b> Students will be able to...
SMART Goal Setting Data	Use personal and team data to track improvement in skill. Use personal and team data to determine what changes should/should not be made to practice plans.
<b>Stage 2: Assessment Evidence</b>	
What collection of assessments will PROVE that students have learned everything described in Stage 1?	
<b>Performance Task or Project-Based Learning</b>	
Rigor Track - Collaborative Planning Document (Pickle Ball Practice Plan, Game Schedule, Skill Progress Tracker Rubric & Score Sheet) Standard Track - PickleBall Skill Progress Tracker Rubric <a href="#">How To Play Pickleball</a>  <a href="#">Basic Beginning Tennis</a>  <a href="#">Scoring in Tennis</a>  <a href="#">Basic Playing Tennis</a>  <a href="#">Basic Badminton</a>	
<b>Other Evidence (Formal, Informal, Formative, Summative, Diagnostic, etc.)</b>	
Self Assessment Peer Assessment Journal Reflection Tournament Results	
<b>Stage 3: Learning Plan, Experiences, and Instruction</b>	
What collection of experiences and instruction will help students learn the essentials that are outlined in Stage 1 and master the assessments described in Stage 2? Be sure to identify <b>the shifts</b> and the <b>WHERE TO</b> elements.	

Page references are from the Special Olympics Physical Education Resources publication. [CLICK HERE](#) to access the publication.

### Planning Calendar

Day 1	Day 2	Day 3	Day 4	Day 5
<p>HOW DO WE IMPROVE OUR SKILL?</p> <p>Unit Introduction &amp; PickleBall Rules Overview  <a href="#">How To Play Pickleball</a>                      Skill Practice</p> <p>***Format would be duplicated with tennis or badminton</p>	<p>HOW DO WE IMPROVE OUR SKILL?</p> <p>Skill Practice</p> <p>Game Practice</p> <p>Skill Development (groups of 6 per court with player rotation)</p>	<p>HOW DO WE IMPROVE OUR SKILL?</p> <p>Skill Practice &amp; Data Collection                      Introduce <a href="#">Sports Ed Model</a> to prepare for Tournaments.</p> <p>Game Practice &amp; Data Collection</p>	<p>HOW DO WE IMPROVE OUR SKILL?</p> <p>Utilize Sports Ed Model to create Doubles Tournament</p> <p>Skill Practice &amp; Data Collection</p> <p>Game Practice &amp; Data Collection</p>	<p>HOW DOES DATA HELP CREATE AN INCLUSIVE ENVIRONMENT</p> <p>Planning &amp; Reflection -  <a href="#">Tips for Assessment</a>  <a href="#">Baseline Skill Assessment</a>                      Peer Assessments                      Journal Reflection</p> <p>Student led Team Creation                      Tournament Creation                      Assigned Tasks  <a href="#">Sports Ed Model:</a>                      Team Captains                      scorers/referees                      Tournament Director                      Media/Promotions</p> <p>Rigor Track -                      Collaborative Planning Document - Using this week's data to seed next week's Pickleball Tournament                      Planning &amp; Reflection - Baseline Skill Assessment                      Peer Assessments  <a href="#">Journal Reflection</a></p> <p>Student led Team Creation</p>
Day 6	Day 7	Day 8	Day 9	Day 10

<p>Tournament 1 Day 1 Begin first round of Round Robin Tournament</p> <p>Collect Score Sheets Tournament Director Student lead Tourney Self-Refereeing</p>	<p>Tournament 1 Day 2 Continue Doubles Tourney</p>	<p>Tournament 1 Day 3 Continue Doubles Tourney</p>	<p>Tournament 1 Day 4 Finish Doubles Tourney Celebrations &amp; Recognitions</p> <p>Tournament Director announce category winners.</p>	<p>WHAT DOES IT MEAN TO BE INCLUSIVE?</p> <p>Planning &amp; Reflection - <a href="#">Skill Growth - Pickle Ball</a></p> <p>Rigor Track - Collaborative Planning Document Tournament 2: <a href="#">Printable Tournaments</a></p> <p>Standard Track - Skill Cue Assessment - Essential Elements of PickleBall. <a href="#">Responsibilities and Reflection Poster</a></p>
<b>Day 11</b>	<b>Day 12</b>	<b>Day 13</b>	<b>Day 14</b>	<b>Day 15</b>
<p>Tournament 2 Day 1 Begin first round of Double Elimination Tournament Student lead Tourney Self-Refereeing</p>	<p>Tournament 2 Day 2 Double Elimination Tournament Student lead Tourney Self-Refereeing</p>	<p>Tournament 2 Day 3 Double Elimination Tournament Student lead Tourney Self-Refereeing</p>	<p>Tournament 2 Day 4 Celebrations &amp; Recognitions</p> <p><a href="#">Awards/Ribbons</a></p>	<p>WHAT DOES IT MEAN TO BE INCLUSIVE?</p> <p>Planning &amp; Reflection - <a href="#">Baseline Skill Assessment</a></p> <p>Rigor Track - Collaborative Planning Document <a href="#">Journal Entry</a></p> <p>Standard Track - Skill Cue Assessment - Essential Elements of Pickleball, Tennis, Badminton: <a href="#">Responsibility and Reflection</a></p>

Adapted from Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development ISBN # 0-87120-313-8 (ppk)