



Marietta City Schools
2023–2024 District Unit Planner

Grade 7 Physical Education & Health

Unit title	Badminton & Pickleball	MYP year	2	Unit duration (hrs)	MMS- 40.5 hours
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GaDoE Standards

Standards

[PE 7.1c-d](#) / [7.2a-c](#) / [7.3h-k](#) / [7.4a-c](#) / [7.5a-c](#) / [HE 7.5](#) / [HE 7.6](#)

Concepts/Skills to be Mastered by Students

- Motor Skills
- Movement Patterns
- Rhythm Sequences
- Concepts and Principles of Movement and Performance
- Health-Enhancing Level of Physical fitness and activities
- Dynamic Stretching
- Strength and Endurance Training
- Georgia Fitness Goals
- Personal and Social Behavior in Physical Activity Settings
- Value of Physical Activity
- Describe where to report concerns and seek out help concerning Human Trafficking
- Enhancing Health with Decision-Making Skills
- Healthy and Unhealthy Relationships
- Personal Health Goal-Setting Skills
- Erins Law

Key concept	Related concept(s)	Global context
Communication is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication	Choice involves making a decision between at least two alternatives, knowing that, in making a choice, we will have to go without the other(s). Choices should be made by evaluating the situation and considering the resources available. Depending on the situation some choices will	Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.

requires a common “language” (which may be written, spoken or non-verbal).	need to be decided upon quickly; such as choices required during game play. Other choices allow for longer periods of consideration; such as choices made in relation to nutrition or fitness development.	
Statement of inquiry		
Understanding the rules, techniques, and strategies of badminton and pickleball helps improve skills, teamwork, and sportsmanship in both sports.		
Inquiry questions		
<p>Factual— What are the key differences in the rules and equipment used in badminton and pickleball?</p> <p>What are the basic rules for serving in both badminton and pickleball?</p> <p>Conceptual— How does the strategy in badminton differ from that in pickleball, and what impact does this have on gameplay?</p> <p>How does the use of the court in badminton and pickleball affect the pace and flow of the game?</p> <p>Debatable- Is badminton a more physically demanding sport than pickleball? Why or why not?</p> <p>Should pickleball be considered a professional sport, given its growing popularity and competitive tournament?</p>		
MYP Objectives	Assessment Tasks	
<i>What specific MYP objectives will be addressed during this unit?</i>	<i>Relationship between summative assessment task(s) and statement of inquiry:</i>	<i>List of common formative and summative assessments.</i>

<p>Objective A: Knowing and Understanding</p> <p>I. Explain physical and health education factual, procedural and conceptual knowledge</p> <p>II. Apply physical and health education knowledge to analyze issues and solve problems set in familiar and unfamiliar situations.</p> <p>III. Apply physical and health terminology effectively to communicate understanding.</p> <p>Objective B: Planning for performance</p> <p>i. design, explain and justify plans to improve physical performance and health</p> <p>ii. analyze and evaluate the effectiveness of a plan based on the outcome.</p>	<p>Diagnostic assessment/task:</p> <p>Common Formative 1</p> <p>Common Formative 2</p> <p>Summative Assessment</p> <p>Students will design, explain and justify a group movement/fitness circuit sequence that highlights their understanding of a variety of fitness concepts</p> <p>Students will be assessed on their performance during the movement/fitness unit through pocket assessments</p> <p>Following the circuit, students will evaluate the effectiveness of their plan through reflecting and expressing feedback with peers</p>	<p>Knowledge: Students will learn the fundamental rules, techniques, and strategies of both badminton and pickleball, understanding how they differ and how to apply them in gameplay.</p> <p>Skills: Students will develop their skills in serving, rallying, and using strategy in both sports.</p> <p>Attitudes: Students will reflect on how sportsmanship, fairness, and strategic thinking contribute to success in both badminton and pickleball.</p>	<p><u>Formative Assessment(s):</u></p> <p><u>Summative Assessment(s):</u></p>
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Approaches to learning (ATL)

Thinking Skills:

- Students will analyze the rules, strategies, and different playing styles in badminton and pickleball, comparing and contrasting the two sports.
- Use strategic thinking to decide when and how to apply specific techniques during gameplay.

Communication Skills:

- Students will demonstrate their understanding of the rules and strategies through discussion and feedback with peers during skill practices and games.
- Reflect on their learning by writing about their experiences and how the strategies impacted their performance.

Social Skills:

- Collaborate in pairs or groups to practice and play, demonstrating respect for each other's abilities and fostering teamwork.
- Provide constructive feedback to peers, building positive sportsmanship.

Self-Management Skills:

- Manage time effectively during practice and gameplay sessions

Learning Experiences

Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
Students will understand the importance of health and wellness	<p>Introduction to the Lesson (10 minutes):</p> <ul style="list-style-type: none">● Begin with a short introduction to the two sports, explaining the basic differences between badminton and pickleball.● Show short video clips or images to demonstrate the rules, equipment, and court layout for each sport. <p>Direct Instruction on Rules and Techniques (15 minutes):</p> <ul style="list-style-type: none">● Use a PowerPoint or whiteboard to explain the rules of both badminton and pickleball.<ul style="list-style-type: none">○ Badminton: Serving techniques, scoring, and court layout.○ Pickleball: Serving techniques, scoring, and court layout.● Discuss key differences between the two sports (e.g., equipment, court size, pace, and playing style). <p>Skill Development and Strategy (20 minutes):</p> <ul style="list-style-type: none">● Badminton Skills Practice: Students will practice the basic strokes (serve, clear, smash, and drop shot) in pairs.● Pickleball Skills Practice: Students will practice serving, dinking (soft shots), and volleying in pairs or small groups.● In both cases, provide feedback and guidance on improving form and technique. <p>Mini Games (10 minutes):</p> <ul style="list-style-type: none">● Split students into small groups and organize short games of badminton and pickleball, where students will rotate and play in both sports.● Emphasize applying the rules and strategies they've learned in real-game scenarios. <p>Reflection and Discussion (5 minutes):</p> <ul style="list-style-type: none">● After playing, have students share their experiences: What strategies did they use? What was more challenging, badminton or pickleball, and why?	<p>*Modify teaching strategies to meet the needs of diverse learners.</p> <p>Peer demonstrations/partner with stronger skill levels *Adjust the pace to fit individual learners</p> <p>504 and IEP-All physical activities will be modified accordingly as required by each student's particular IEP and/or 504.</p> <p>Repeated direction, paraphrasing and summarizing, check for comprehension, visual demonstration.</p>

	<ul style="list-style-type: none"> Students will write a short reflection on how the rules and strategies they learned impacted their performance in both sports. 	
	<p>Learning experiences and teaching strategies</p> <ol style="list-style-type: none"> Direct Instruction: <ul style="list-style-type: none"> Provide clear explanations of rules, equipment, and techniques through demonstration and visual aids (PowerPoint, handouts, or videos). Skill Development: <ul style="list-style-type: none"> Give students time to practice the basic skills for both sports with feedback on form and technique. Peer Teaching and Collaboration: <ul style="list-style-type: none"> Allow students to work in pairs or small groups to practice skills, offering each other feedback and working together to improve their techniques. Active Learning: <ul style="list-style-type: none"> Through gameplay (mini-games), students will actively apply the rules and strategies they have learned, making the learning experience more engaging and realistic. Differentiation: <ul style="list-style-type: none"> For students who need more support, provide additional guidance or modify the pace of activities. More advanced students can be challenged by adjusting the game rules or adding strategic elements to the game. 	<p>CO: Students will participate in cardiovascular activities.</p> <p>LO: Students can verbally explain the five (5) components of fitness testing.</p> <p>SO: Students will encourage each other to improve their own personal fitness levels (this is not a competition).</p>

Content Resources

Physical Education/ Health Grade 7 Schoology Course
www.marietta.schoology.com