



Marietta City Schools
2024–2025 District Unit Planner

Grade 8 Physical Education & Health

Unit title	Badminton/ Pickleball	MYP year	3	Unit duration (hrs)	MMS - 40.5
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GaDoE Standards

Standards

[8.1.a-d](#)/ [8.2.a-e](#)/ [8.3.a-g](#)/ [8.4.a-c](#) / [8.5.a-e](#) / [HE 8.1a-v](#) / [HE 8.5.a-e](#)/ [HE 8.6.a-e](#)

Concepts/Skills to be Mastered by Students

- The physically educated student demonstrates competency in a variety of motor skills and movement patterns.
- The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance
- The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.
- The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.
- Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Students will demonstrate the ability to use decision-making skills to enhance health.
- Students will demonstrate the ability to use goal-setting skills to enhance health.

Key concept	Related concept(s)	Global context
Time, space and place refers to the absolute or relative position of people, objects and ideas. Time, place and space focuses on how we construct and use our understanding of location (“where” and “when”).	Development is the act or process of growth, progress or evolution, sometimes through iterative improvements.	Fairness and Development - the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic - Competition and cooperation; teams, affiliation and leadership.

Statement of inquiry		
The understanding of space, time, and place is essential for the development of skills and strategies in badminton and pickleball.		
Inquiry questions		
<p>Factual—</p> <p>What are the rules and basic techniques used in badminton and pickleball?</p> <p>What are the different types of shots in both sports?</p> <p>Conceptual—</p> <p>How does understanding the use of space on the court impact game strategy in badminton/pickleball?</p> <p>How does timing influence the success of a shot or play in badminton/pickleball?</p> <p>Debatable-</p> <p>Is it more important to develop physical skills or strategic thinking in badminton/pickleball?</p> <p>How does the development of individual skills in badminton/pickleball contribute to the success of a team in doubles play?</p>		
MYP Objectives	Assessment Tasks	
What specific MYP objectives will be addressed during this unit?	Relationship between summative assessment task(s) and statement of inquiry:	List of common formative and summative assessments.

The aim of this assessment is to evaluate understanding of the basic rules and regulations of badminton vs pickleball. ,	PE/Health Summative Assessment	<ul style="list-style-type: none"> The statement of inquiry emphasizes the importance of space, time, and place for development, and the summative task allows students to reflect on how these concepts directly impacted their performance during the games, showcasing their learning progression. 		3. What skills do you feel you need to work on to improve in the next class?
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Approaches to learning (ATL)

- Analyzing strategies for space and timing during gameplay.
- Evaluating different types of shots and their effectiveness in different situations.
- Problem-solving in real-time, adjusting play based on court position and opponent's movements.
- Communicating with a partner in doubles play, strategizing in real time.
- Reflecting on and discussing strategies, performance, and development.
- Managing time effectively during drills and game play.
- Developing resilience and focus in the face of setbacks during game play.
- Collaborating with others in doubles play.
- Providing constructive feedback to peers and learning from each other.

Learning Experiences
Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<ul style="list-style-type: none"> Demonstrate understanding of the key concepts of space, time, and place in both badminton and pickleball. Develop technical skills related to serving, returning, and positioning in 	<ol style="list-style-type: none"> Drills and Practice: <ul style="list-style-type: none"> Students will engage in partner drills that focus on using space and timing effectively. Through guided practice, students will become more aware of their movement patterns and shot selection. Game Play and Strategy: <ul style="list-style-type: none"> Students will apply what they've learned about space and timing to 	<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</p>

<p>both sports.</p> <ul style="list-style-type: none"> ● Apply strategies that consider space and timing in both singles and doubles formats. ● Reflect on the development of their physical and strategic skills throughout the lesson. 	<p>real-game situations, understanding how to leverage their positioning for strategic advantage.</p> <p>3. Self-Reflection:</p> <ul style="list-style-type: none"> ○ Students will reflect on their performance, considering their development in terms of spatial awareness, timing, and strategy. This will help students understand their own growth and identify areas for further improvement. ○ Use of Visual and Verbal Cues: <p>4. For students who benefit from visual or kinesthetic learning, incorporate demonstrations, visual aids (such as court diagrams), and verbal explanations to reinforce the understanding of space and timing.</p> <ul style="list-style-type: none"> ○ Peer Support: <p>5. Encourage students to provide feedback and help each other, allowing stronger players to act as mentors to less experienced students.</p>	<p>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>
<p>Understand the benefits of lifetime sports</p>	<p>Teaching Strategy for Badminton:</p> <p>A. Demonstration and Modelling</p> <p>The teacher will demonstrate key shots (e.g., clear, drop shot, smash, drive) and footwork patterns, emphasizing how to use space efficiently on the court. Show the difference between attacking and defensive positions.</p> <p>B. Shadowing Drill</p> <p>Students perform movements (e.g., sidestepping, lunging, and reaching) in the air or with a partner without the shuttlecock. Focus on quick, efficient movement to different areas of the court.</p> <p>C. . Game-Based Learning (Mini Games)</p> <p>Set up mini-games with specific conditions, such as "only use drop shots" or "win a point with a smash," to encourage students to think about their shot selection and court positioning.</p> <p>D. Peer Coaching</p>	

Content Resources

Physical Education/ Health Grade 8 Schoology Course

www.marietta.schoology.com