



Marietta City Schools
2024–2025 District Unit Planner

Grade 6 Physical Education & Health

Unit title	Pickleball/Health Unit 3	MYP year	1	Unit duration (hrs)	MSGA- 45
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GaDoE Standards

Standards

[PE6.1a-e](#), [PE6.2a-f](#), [PE6.4a-c](#), [HE6.4a-b](#), [HE6.7a-c](#)

Concepts/Skills to be Mastered by Students

PE6.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.

PE6.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.

PE6.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

HE6.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

HE6.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks

Key concept	Related concept(s)	Global context
Relationships	Balance	Identities and Relationships
Relationships are connections and associations between properties, objects, people, ideas, human community and the world. Any change in relationship brings consequences, small or affecting large networks like human societies and the planetary ecosystem.	- Balance is a state of equilibrium between contrasting, opposing, or interacting factors. Balance can occur in many forms	- personal, physical, mental, social and spiritual health - Physical, psychological and social development; transitions; health and well-being; lifestyle choices

Statement of inquiry		
Human body systems work together when exercising and can improve personal, physical, mental, social, and spiritual health.		
Inquiry questions		
<p>Factual</p> <p>How many times must the ball bounce before one hits the ball?</p> <p>What is a forehand?</p> <p>What is a backhand?</p> <p>What are healthy personal behaviors?</p> <p>Conceptual</p> <p>Why is it important to hit the ball in a 45 degree motion?</p> <p>How does the way you hold the racquet make a difference when hitting the ball?</p> <p>Why is the way you position your body when striking a ball important?</p> <p>How do we enhance health with verbal and nonverbal communication?</p> <p>Debatable</p> <p>Which is the more accurate stroke to use when returning a volley, the forehand or backhand?</p> <p>Why should we model healthy behaviors?</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 C: APPLYING AND PERFORMING</p> <p>i. recall and apply a range of skills and techniques effectively</p> <p>OBJECTIVE D: REFLECTING AND IMPROVING PERFORMANCE</p> <p>iii. describe and summarize performance</p>	<p>Diagnostic assessment/task:</p> <p>Teacher Observation – initial striking of the ball</p> <p>Common Formative #1:</p> <p>How many times does the student hit the target using forehand?</p> <p>Common Formative #2:</p> <p>How many times does the student hit the target using backhand?</p> <p>Summative Assessment:</p> <p>Students will use skills learned in real game situations</p> <p>Health Enhancing Behaviors Activity</p>	<p>Describe how the summative assessment task(s) and the statement of inquiry are connected.</p> <p>Based on the amount of times students hit the target when striking the ball, they will analyze what corrections they need to make to hit the ball more effectively. Students will then make the corrections during real play situations.</p>
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Approaches to learning (ATL)

Skill Category	Skill Cluster	Skill Indicator and Description (SGObj, Learning Exp, Summative)
Thinking	Critical Thinking Skills	In order for students <u>to be effective and utilize proper technique in pickleball</u> they will need to <u>practice observing other students carefully to recognize problems.</u>

Self-Management	Affective Skills	In order for students <u>to learn backhand and forehand strikes</u> they will need to <u>practice focus and concentration with repetition.</u>
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Learning Experiences

Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<p>PE6.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.</p> <p>PE6.2 The physically educated student applies</p>	<p>Learning experiences and teaching strategies</p> <p>The teacher will demonstrate proper form and technique of the forehand and backhand on the wall. The teacher will monitor students while they practice and provide instant feedback. The teacher will pair students with the same level abilities in game play for differentiation.</p>	<p>Personalized Learning & Differentiation</p> <p>Based on diagnostic assessment, students will be grouped by their levels (high, med,</p>

<p>the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p> <p>PE6.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>HE6.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>HE6.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks</p>	<p>Unit essential question(s)</p> <p>How does participating in movement activities with various environments improve or develop a healthy lifestyle?</p> <p>Week 1- Major Learning Activities</p> <p>Students will practice the forehand technique by striking the ball against the wall attempting to hit the designated target. Students will watch and record the amount of times the ball hits the target.</p> <p>Week 2- Major Learning Activities</p> <p>Students will practice the backhand technique by striking the ball against the wall attempting to hit the designated target. Students will watch and record the amount of times the ball hits the target.</p> <p>Week 3: Major Learning Activities</p> <p>Students will practice the forehand and backhand technique by striking the ball bounced in front of them attempting to hit the ball over the net. Students will have different roles: striker, thrower, shagger, and the remaining students will help retrieve the ball.</p> <p>Students will demonstrate verbal and nonverbal communication skills (Erin’s Law), and analyze scenarios describing both. Students will identify personal health behaviors and demonstrate an understanding of the importance of exercise.</p>	<p>and low).</p> <p>Students will work at their own pace based on skill level</p> <p>Students who are English Language Learners will be paired with other students of the same language.</p> <p>504 Accommodations</p> <p>Pair students with physical disabilities with another student for assistance</p>
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Content Resources

Physical Education/ Health Grade 6 Schoology Course
www.marietta.schoology.com