



Marietta City Schools
2025–2026 District Unit Planner

Grade 7 Physical Education & Health

Unit title	Fitness/ Team Sports 4/ Health	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

- PE7.1: Demonstrates competency in a variety of motor skills and movement patterns.
- PE7.2: Applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.
- PE7.3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- PE7.4: Exhibits responsible personal and social behavior that respects self and others.
- PE7.5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Health Standards

- HE7.7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks (focus on trafficking awareness).
- HE7.8: Demonstrate the ability to advocate for personal, family, and community health.

Key concept	Related concept(s)	Global context
Development –is the act or process of growth, progress or evolution, sometimes through iterative improvements.	Refinement – is the process of modifying something to enhance its overall effectiveness. Refinement can occur in relation to personal behaviours, thought processes, techniques, tactics and strategies. Refinements are made based on internal and/or external feedback	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

Effective teamwork, refined skills, and strategic play contribute to success and fairness in Badminton or pickleball.

Inquiry questions

Factual

1. What are the basic rules and scoring systems of badminton and pickleball?
2. What specific skills are needed to successfully play badminton and pickleball?

Conceptual

1. How does teamwork influence fairness and success in net games?
2. Why is skill refinement important for strategic gameplay?

Debatable

1. Is teamwork more important than individual skill in badminton or pickleball?
2. Should players prioritize winning or fairness during gameplay?

<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>Criterion A: Knowing and Understanding</p> <p>i. Identify and explain physical and health education factual, procedural and conceptual knowledge</p> <p>ii.i Apply physical and health education knowledge to analyze issues and solve problems set in familiar and unfamiliar situations</p>		<p>The summative assessments allow students to demonstrate how physical skills (like balance, strategy, and communication) support broader ethical and personal decision-making. As they engage in competitive doubles play, they must collaborate and self-regulate. Through their advocacy project, they explore complex health topics (organ donation, human trafficking) from multiple perspectives and connect those ideas to responsible decision-making.</p>	<p>Formative Assessment: Formative Tasks Rally Count Challenge: Students partner to see how many consecutive hits they can achieve in a rally.</p> <p>Human Rights Brainstorm: ➤ Students create a concept web linking advocacy topics to PE themes.</p> <p>Summative Tasks Doubles Match (Badminton or Pickleball)</p>

<p>Criterion B: Planning for Performance</p> <p>i.i Design, explain and justify plans to improve physical performance and healthB.ii Analyze and evaluate the effectiveness of a plan based on the outcome</p> <p>Criterion C: Applying and Performing</p> <p>i.i Demonstrate and apply a range of skills and techniques effectively</p>		<p>This mirrors the MYP philosophy of connecting action to understanding, and empowering students as thinkers and advocates beyond the physical classroom.</p> <p>The performance task develops physical balance and collaboration, while the advocacy presentation connects students' understanding of perspective and ethical decision-making.</p>	<p>➤ Students will play in doubles tournaments with emphasis on rules, scoring, positioning, and cooperation. Evaluated using Criteria C & D</p> <p>Advocacy Poster (Trafficking)</p> <p>➤ Students design an educational poster advocating for trafficking awareness. It must include statistics, solutions, and call-to-action language (Criteria A & B).</p>
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Approaches to learning (ATL)

- Self-Management Reflect on personal values and how they influence decisions in health and civic action.
- Affective Skills In order for students to learn backhand and forehand strikes they will need to practice focus and concentration with repetition.
- Research: Use guided web research to identify signs of trafficking. Compare statistics on trafficking in different communities. Investigate myths vs. facts about organ donation. Analyze case studies or testimonials from youth and families affected by donation.
- Communication: Present posters explaining safety and reporting tips.
- Teach peers game rules and strategies. Create and present persuasive campaigns (e.g., posters, PSAs, short speeches) encouraging informed decisions about becoming an organ donor.
- Social: Support partner skill development through observation and feedback. Participate respectfully in team rotations.
- Thinking Skills: Use ethical reasoning to explore: "Should teens be able to register as organ donors at 16?"
- Research Skills: Gathering trafficking awareness fact, Identifying community resources, Designing informative posters, Evaluating reliable information sources

Objective or Content	Learning Experiences		Personalized Learning and Differentiation
<p>Criterion A: Knowing and Understanding Objective: Students develop an understanding of skills, rules, strategies, and the connection between bullying prevention and social behavior.</p> <p>Objective: Students design goals and reflect on how to improve skill development and group collaboration.</p> <p>Objective: Students apply technical and tactical skills in structured gameplay and drills</p> <p>Criterion Objective: Students reflect on their development, make connections to personal growth, and set next steps for improvement.</p> <p>Criterion C: Applying and Performing i.i Demonstrate and apply a range of skills and techniques effectively</p>		<p>Students will describe basic skills, rules, and strategies for pickleball/badminton and identify different types and signs of bullying.</p> <p>Students will analyze bullying scenarios and connect physical behavior and teamwork to social-emotional safety.</p> <p>Students will set personal fitness and skill goals and create basic strategy plans for team play.</p> <p>Students will reflect on their gameplay experience and revise their performance plans.</p> <p>Students will demonstrate serves, rallies, footwork, and game strategy in practice and match play.</p> <p>Students will complete self-assessments on their physical and social behavior in class.</p> <p>Students will show progress in both physical skills and collaborative behavior through gameplay and journaling.</p>	<ul style="list-style-type: none"> ● Visual posters/templates ● Sentence starters ● Modified equipment ● Smaller courts ● Peer partners ● Tournament leaders/referees ● Advanced strategies ● Digital advocacy posters

	<p style="text-align: center;">Teaching Strategies</p> <p>Direct Instruction & Modeling Demonstrate correct grip (forehand/backhand). Models serve technique and footwork patterns. Use slow-motion demos for skill breakdown.</p> <p>Progressive Skill Drills Start with birdie taps → partner rallies → net play. Use station rotations (serving, clears, drop shots).</p> <p>Guided Practice The teacher will circulate giving real-time feedback. Use cue words: <i>ready position, follow-through, recover.</i></p> <p>Small-Sided Games 2v2 half court → full court progression.</p> <p>Peer Coaching Students observe partners using skill checklists.</p> <p>Advocacy Projects</p> <ul style="list-style-type: none"> ➤ Create awareness posters or PSAs. Develop family/community safety tip sheets. Small groups design “Stay Safe” campaigns. Peer presentations on community resources. 	
Content Resources		
<p>Physical Education/ Health Grade 8 Schoology Course www.marietta.schoology.com https://usapickleball.org Badminton World Federation PE Toolkit</p> <p>Polaris Project National Human Trafficking Hotline Shared Hope International</p>		