



**Marietta City Schools**  
**2023–2024 District Unit Planner**

*Grade 7 Physical Education & Health*

<b>Unit title</b>	<i>Fitness/Skill Development/Health</i>	<b>MYP year</b>	<i>2</i>	<b>Unit duration (hrs)</b>	<i>MMS- 40.5 hours</i>
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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

<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global context</b>
<b>Development</b> Development is the act or process of growth, progress or evolution, sometimes through iterative improvements	<b>Systems</b> Effective game play relies on participants' understanding of multiple systems, including their components and interaction. Systems are often dynamic; they frequently need to be adapted to meet changing circumstances	<b>Fairness and Development</b> 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			
Participants in sport can bring different perspectives to the development and application of rules.			
Inquiry questions			
<p>Factual—</p> <ol style="list-style-type: none"> <li>What are the principles of movement?</li> <li>What are fitness components?</li> <li>How do you develop your fitness and health?</li> </ol> <p>Conceptual—</p> <ol style="list-style-type: none"> <li>How does dynamic stretching elevate strength and endurance?</li> <li>How does lifestyle influence fitness participation?</li> <li>How does knowing yourself influence the choices you make?</li> </ol> <p>Debatable-</p> <ol style="list-style-type: none"> <li>What influences the choices we make?</li> <li>Are rural communities in better shape than metropolitan communities?</li> </ol>			
MYP Objectives	Assessment Tasks		
What specific MYP <b>objectives</b> will be addressed during this unit?	Relationship between summative assessment task(s) and statement of inquiry:		List of common formative and summative assessments.
Objective A: Knowing and Understanding	<p>Diagnostic assessment/task:</p> <p>Common Formative 1</p>	<p>G (Goal) – Your goal is to create a balanced, healthy lifestyle.</p> <p>R (Role) – You are an athletic trainer and sports nutritionist.</p>	<p><b>Formative Assessment(s):</b></p> <p>Daily performance &amp; Pocket fitness assessments</p> <p>Performance of skills</p> <p>Healthy Behaviors</p> <p>Erins Law</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><b>Objective B: Planning for performance</b></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>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>A (Audience) – Your audience is/are peers who are looking to implement healthy choices in their lifestyle.</p> <p>S (Situation) – You have been asked to create a plan which incorporates healthy eating habits, fitness training and social media awareness.</p> <p>P (Product) &amp; P (Performance) – You need to prepare a healthy eating food pyramid and a circuit training routine.</p> <p>S (Standards for Success) – Your proposed plan of action needs to include – 1. Nutrition 2. Physical Activity 3. Social Media</p> <p>Students will participate in a circuit training type of activity designed to improve basketball skills. These skills include, basketball weaving, layups, team games, elimination games, free throw shooting, passing, perimeter shooting, and suicide dribble. Students will practice these skills until mastery is accomplished. Students will participate in a circuit training type of activity designed to improve defensive basketball skills. These skills include defensive stance, rebounding, close-out, king of the hill, and one-on-one play. Students will practice basketball skills in their groups to demonstrate mastery. Students will then practice their basketball skills by participating in real game situations. Students will be placed into groups based on their skill level and play 3-on-3 games for 5 minute intervals.</p>	<p><b><u>Summative Assessment(s):</u></b></p> <p>Fitness/Exercise tracker</p> <p>Goal setting</p> <p>Self and peer evaluation</p> <p>Personal Health and Well-Being</p> <p>Movement Composition</p> <p>Erins Law</p>
<p><b>Approaches to learning (ATL)</b></p>			
<p>- Give and receive meaningful feedback</p>			

- Help others to succeed
- Identify strengths and weaknesses of personal learning strategies (self-assessment)
- Collect, record and verify data
- Practice observing carefully in order to recognize problems
- Apply skills and knowledge in unfamiliar situations
- Interpret and use effectively modes of non-verbal communication
- Use a variety of speaking techniques to communicate with a variety of audiences

<p style="text-align: center;"><b><u>Learning Experiences</u></b></p> <p style="text-align: center;">Add additional rows below as needed.</p>		
Objective or Content	Learning Experiences	Personalized Learning and Differentiation
Students will understand the importance of health and wellness	<p>Students will learn and assess their fitness level.</p> <p>-Students will participate in a variety of fitness exercises that measure cardiovascular endurance, muscular strength, muscular endurance and flexibility.</p> <p>-Students will work together and encourage each other through this event.</p> <p>-Students will review various skill levels and abilities as a team.</p> <p>-Students will collaborate to determine what they need to do to improve their health</p> <p>-Students will develop presentations that inform readers how to enhance Health and avoid or Reduce Health Risks</p>	<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>
Understand the benefits of having an active lifestyle	<p>Learning experiences and teaching strategies</p> <ul style="list-style-type: none"> <li>• Ten-minute walk/run. Explain Fitness testing components; Use FitnessGram cadence for curl-ups, and push-ups. Conduct pre-assessment. Set up 5 stations: (1) Curl-ups (2) Abdominal stretch (3) Push-ups (4) Shuttle Run (5) Sit and Reach</li> <li>• Ten-minute run. Team Relays:</li> <li>• Warm-up. Ten-minute run Resistance bands</li> <li>• Ten-minute run. Jump Rope: Individual jumping; Team jump rope; Jump Rope Tag</li> <li>• Ten-minute run. Hula Hoop: Individual (stationary and moving); Musical hula hoops; Hula hoop trail; Hula hoop Relays</li> <li>• Warm-up. Ten-minute run. Personal Fitness Relays; Never-ending Relays</li> <li>• Ten-minute walk/run.</li> <li>• Ten-minute walk/run. Healthy Choices: food pyramid, fitness program, social media</li> <li>• Ten-minute walk/run. Healthy Choices: food pyramid, fitness program, social media</li> <li>• Ten-minute walk/run. Extended Stretching and Mile Run (Pacer) practice for FitnessGram testing.</li> <li>• Ten-minute run. Review Fitness testing components; Use FitnessGram cadence for</li> </ul>	<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>

	<p>curl-ups, and push-ups. Conduct post-assessment. Set up 5 stations: (6) Curl-ups (7) Abdominal stretch (8) Push-ups (9) Shuttle Run (10) Sit and Reach</p> <ul style="list-style-type: none"> <li>• Ten-minute run. Review and create a personal 10-day meal plan and exercise routine.</li> </ul>	
<b>Content Resources</b>		
<p>Physical Education/ Health Grade 7 Schoology Course</p> <p><a href="http://www.marietta.schoology.com">www.marietta.schoology.com</a></p>		