



**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**

[7.1a-b](#) , [7.2a-c](#) , [7.3a-c](#) , [7.4a-c](#) , [7.5a-c](#)

[HE.7.3](#) , [HE.7.4](#)

**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.

<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global context</b>
Relationships  Relationships are the connections and associations between properties, objects, people and ideas— including the human community’s connections with the world in which we live. Any change in relationship brings consequences—some of which may occur on a small scale, while others may be far-reaching, affecting large networks and systems such as human societies and the planetary ecosystem.	Development Development is the act or process of growth, progress or evolution, sometimes through iterative improvements.	Fairness and Development  What are the consequences of our common humanity? Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and

**Statement of inquiry**

Everyone has strengths and weaknesses when developing new relationships

**Inquiry questions**

Factual— How, when and why do you strike an object?

Conceptual— What is the relationship between changes to technique and outcome?

Do you need a strategy when playing an individual sport versus a team sport?

Debatable- Does applying the correct technique always produce the most successful outcome?

How do we exhibit responsible personal and social behavior that respects self and others in physical activity settings?

**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.*

<p>Objective A: Knowing and Understanding</p> <p>I. Explain physical and health education factual, procedural and conceptual knowledge</p> <p>III. Apply physical and health terminology effectively to communicate understanding.</p> <p><b>Objective C: Applying and Performing</b> Demonstrate and apply a range of skills and techniques</p> <p>ii. demonstrate and apply a range of strategies and movement concepts</p> <p>Criteria D: Reflecting and Improving</p> <p>I. develop goals and apply strategies to enhance performance</p>	<p>Diagnostic assessment/task:</p> <p>Common Formative 1</p> <p>Common Formative 2</p> <p>Summative Assessment</p> <p>Students will be continually assessed on their performance during skill development, shot instruction, correction and improvement, court awareness, and fitness.</p> <p>An understanding of the rules will also be important. Attitude, attention and interactions during class and with other students will also be evaluated.</p>	<p>Students will be assessed through teacher observation on their skill, technique and ability to adjust their skills in a variety of situations with different partners.</p> <p><b>Lesson Structure:</b></p> <p>Teachers will need to explain and exemplify the following areas of study:</p> <p>* Shot selection, Where to hit &amp; How to hit</p> <p>Each sport is teacher driven highlighting shot selection and the 2nd and 3rd lessons are game play based where skills are put into competitive situations.</p> <p>Students will develop knowledge and understanding strategies of the game and how to adjust to different skill sets</p> <p>Shots will be reviewed in combination with another shot (e.g. clear and smash) to help students develop strategies in the game.</p> <p>They will also be exposed to a different variety of simulated rally situations that will help them develop the idea of moving their opponent around the court so they can hit into space.</p> <p>Group discussions about how to identify what another teams strengths and weaknesses are</p>	<p><b><u>Formative Assessment(s):</u></b></p> <p>Daily performance</p> <p>Performance of skills</p> <p>Healthy Behaviors</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>Published: 2,2024 Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.</p>			

		<p>and possible strategies that will help them be successful.</p> <p>Students will analyze their technique as to how they can make improvements.</p> <p>Students will have access to task-specific clarifications for summative assessment.</p>	
<b>Approaches to learning (ATL)</b>			
<ul style="list-style-type: none"> <li>- Give and receive meaningful feedback, Help others to succeed</li> <li>- Identify strengths and weaknesses of personal learning strategies (self-assessment)</li> <li>- Collect, record and verify data</li> <li>- Practice observing carefully in order to recognize problems</li> <li>- Apply skills and knowledge in unfamiliar situations</li> <li>- Interpret and use effectively modes of non-verbal communication</li> <li>- Use a variety of speaking techniques to communicate with a variety of audiences</li> </ul>			

<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
<p>Students will understand the importance of strengths and weaknesses</p> <p>1. It allows students to make better choices You can choose what to focus on, what to avoid, what to prioritize, when to say no, and when to agree to an opportunity.</p> <p>2. It helps you reinforce your abilities By playing to your strengths, you can develop them even more and become a unique professional or grow your personal abilities as well beyond the average.</p> <p>3. It empowers you to be a better collaborator If you understand yourself well, you can also work better with other people. You know how to place yourself in a team to play to your strengths and also to avoid the tasks where you will most likely do worse.</p>	<p>Learning experiences and teaching strategies Students will learn their personal strengths and weakness</p> <p>-Students will participate in a variety of activities to improve agility, reaction, time, and speed. .</p> <p>-Students will work together and encourage each other during individual and partner play</p> <p>-Students will review various skill levels and abilities to improve their overall performance.</p> <p>-Students will collaborate to determine what they need to do to improve their health</p> <p>-Students will learn to communicate while playing in doubles.</p> <p>-Students will analyze their partners strengths and weakness and Brainstorm on ways to help make them better.</p> <ul style="list-style-type: none"> <li>● 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>● Sprints and meeting target goal runs</li> <li>● Warm-up. Cardio/ Reaction drills</li> <li>● Hand placement and technique</li> <li>● Hula Hoop; Musical hula hoops; Hula hoop Relays</li> <li>● Warm-up.. Personal Fitness Relays; Great Escape</li> <li>● Walk/run.</li> <li>● Walk/run. Full and ½ court sprints, partner push ups, dynamic core exercises</li> <li>● F Review Fitness testing components; Use FitnessGram cadence for 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</li> <li>● Fitnessgram Testing</li> <li>● Applied practice</li> </ul>	<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>
<p>Understand the benefits of being active through lifetime sports and examining both strengths and weaknesses.</p> <p>Badminton Pickleball</p>		<p>CO: Students will participate in cardiovascular activities.</p> <p>LO: Students can verbally explain the five (5) components of fitness testing.</p>

		SO: Students will encourage each other to improve their own personal fitness levels through lifetime sports.
Content Resources		
Physical Education/ Health Grade 7 Schoology Course <a href="http://www.marietta.schoology.com">www.marietta.schoology.com</a>		