



Marietta City Schools
2023–2024 District Unit Planner

Grade 8 Physical Education & Health

Unit title	<i>Health and Personal Fitness</i> <i>Bodyweight exercises Pilates Principles of fitness Step aerobics Walking/Jogging Weight training, & Resistance bands, Health Promotion & Enhancement</i>	MYP year	3	Unit duration (hrs)	<i>MMS - 40.5</i>
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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
Development Development is the act or process of growth, progress or evolution, sometimes through iterative improvements.	Systems - Effective game play relies on participants' understanding of multiple systems, including their components and interaction. Systems are often dynamic;	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.

	they frequently need to be adapted to meet changing circumstances.		
Statement of inquiry			
Participants in sports can bring different perspectives to health development and application of rules.			
Inquiry questions			
<p>Factual—</p> <p>Why is the heart rate used to measure perceived exertion (RPE)?</p> <p>How are decision making skills link to healthy lifestyles?</p> <p>Conceptual—</p> <p>How can we prevent chronic diseases?</p> <p>Why should we set goals to enhance health?</p> <p>Debatable-</p> <p>How do moderate levels of vigorous physical activity differ from low levels?</p> <p>Why should we discuss human trafficking in schools?</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.
Objective C: Applying and Performing	Diagnostic assessment/task:	G (Goal) – Your goal is to create a balanced, healthy lifestyle.	Formative Assessment(s): Daily performance Performance of skills

<p>i. demonstrate and apply a range of skills and techniques</p> <p>ii. demonstrate and apply a range of strategies and movement concepts</p> <p>iii. analyze and apply information to perform effectively</p> <p>Objective D: Reflecting and improving performance</p> <p>i. explain and demonstrate strategies to enhance interpersonal skills</p> <p>ii. develop goals and apply strategies to enhance performance</p> <p>iii. analyze and evaluate performance.</p>	<p>PE/Health Formative #1</p> <p>PE/Health Common Formative #2</p> <p>PE/Health Summative Assessment</p>	<p>R (Role) – You are an athletic trainer and sports nutritionist.</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) & 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>Health Risk Behaviors</p> <p>Decision Making Skills to Enhance Health</p> <p>Prevention of Chronic Disease</p> <p><u>Summative Assessment(s):</u></p> <p>Fitness/Exercise tracker</p> <p>Goal setting</p> <p>Self and peer evaluation</p> <p>Health Risk Behaviors</p> <p>Decision Making Skills to Enhance Health</p> <p>Prevention of Chronic Disease</p>
<p>Approaches to learning (ATL)</p>				
<ul style="list-style-type: none"> - Give and receive meaningful feedback - 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;"><u>Learning Experiences</u></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> <ul style="list-style-type: none"> -Students will participate in a variety of fitness exercises that measure cardiovascular endurance, muscular strength, muscular endurance and flexibility. -Students will be able to work together and encourage each other through this event. -Students will be able to respect various skill levels and abilities. -Students will learn signs and situations that contribute to Human Trafficking. -Students will learn how to prevent Chronic Disease. -Students will learn goal-setting skills to enhance health. 	<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> <p>Week 1 – Warm-up. 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</p> <p>Week 2 – Warm-up. Ten-minute run. Team Relays:</p> <p>Week 3 - Warm-up. Ten-minute run Resistance bands</p> <p>Week 4 Warm-up. Ten-minute run. Jump Rope: Individual jumping; Team jump rope; Jump Rope Tag</p> <p>Week 5 - Warm-up. Ten-minute run. Hula Hoop: Individual (stationary and moving); Musical hula hoops; Hula hoop trail; Hula hoop Relays</p> <p>Week 6 - Warm-up. Ten-minute run. Personal Fitness Relays; Never-ending Relays</p>	<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>Week 7 - Warm-up. Ten-minute walk/run.</p> <p>Week 8 - Warm-up. Ten-minute walk/run. Healthy Choices: food pyramid, fitness program, social media</p> <p>Week 9 - Warm-up. Ten-minute walk/run. Healthy Choices: food pyramid, fitness program, social media</p> <p>Week 10 - Warm-up. Ten-minute walk/run. Extended Stretching and Mile Run (Pacer) practice for FitnessGram testing.</p> <p>Week 11 - Warm-up. Ten-minute run. 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</p> <p>Week 12 – Warm up. Ten-minute run. Review and create a personal 10-day meal plan and exercise routine.</p>	
Content Resources		
Physical Education/ Health Grade 8 Schoology Course www.marietta.schoology.com		