



Marietta City Schools
2023–2024 District Unit Planner

Grade 7 Physical Education & Health

Unit title	<i>Fitness/Skill Development/Health</i>	MYP year	<i>2</i>	Unit duration (hrs)	<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.

Key concept	Related concept(s)	Global context
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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	<p>Movement</p> <p>Movement refers to the types and ways in which objects move. Sporting movements are normally divided into two categories: offensive (attacking) and defensive; however, various degrees occur within these two categories</p>	<p>Identities and relationships</p> <p>Who am I? Who are we?</p> <p>Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.</p> <p>physical, psychological and social development, transitions, health and wellbeing, lifestyle choices</p>
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 much physical activity do you need daily to improve heart health?</p> <p>How do healthy behaviors influence health and well being?</p> <p>Conceptual—</p> <p>How does physical activity affect your fitness level?</p> <p>Explain ways to reduce or prevent health risks among adolescents.</p> <p>Debatable-</p>		

Personal fitness should be mandatory everyday?

How can the environment impact personal health?

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 A: Knowing and Understanding</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>Objective B: Planning for performance</p>	<p>Diagnostic assessment/task:</p> <p>Common Formative 1</p> <p>Common Formative 2</p> <p>Summative Assessment</p>	<p>The unit goal is to create a balanced and healthy lifestyle.</p> <p>Evaluating as an athletic trainer or sports nutritionist</p> <p>Purpose: For students to implement healthy food choices and be healthy in their lifestyle. (7th & 8th grade students)</p> <p>Activity: Create a plan which incorporates healthy eating habits, fitness training and social media awareness.</p> <p>You need to prepare a healthy eating food pyramid and a circuit training routine.</p> <p>(Standards for Success) – A proposed plan of action needs to include – 1. Nutrition 2. Physical Activity 3. Exercise Social Media</p>	<p><u>Formative Assessment(s):</u></p> <p>Daily performance</p> <p>Performance of skills</p> <p>Healthy Behaviors</p> <p><u>Summative Assessment(s):</u></p> <p>Fitness/Exercise tracker</p> <p>Goal setting</p> <p>Self and peer evaluation</p> <p>Personal Health and Well-Being</p>

MCS MYP Grade 7 Physical Education & Health Unit 2 Planner. Last Revised: September, 2023

Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

i. design, explain and justify plans to improve physical performance and health ii. analyze and evaluate the effectiveness of a plan based on the outcome.			
Approaches to learning (ATL)			
<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
<p>Students will understand the importance of health and wellness</p> <ol style="list-style-type: none"> 1. Developing physical fitness and healthy habits 2. The importance of regular physical activity 3. Improve students' coordination, strength, flexibility, and endurance 4. Introduce students to a variety of sports and physical activities 5. Provide opportunities for students to learn and practice new skills 	<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>

<p>Understand the benefits of having an active lifestyle</p> <ul style="list-style-type: none"> <input type="checkbox"/> Improve muscle strength and endurance <input type="checkbox"/> Improve cardiovascular strength and blood circulation <input type="checkbox"/> Help reduce feelings of anxiety and depression 	<p>Learning experiences and teaching strategies Teachers will demonstrate, mentor, and monitor students while providing positive feedback Teachers will create different challenge levels 2-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> <ul style="list-style-type: none"> • 3-minute run. Team Relays: • Warm-up. Ten-minute run Resistance bands • 2-minute run. Jump Rope: Individual jumping; Team jump rope; Jump Rope Tag • 3-minute run. Hula Hoop: Individual (stationary and moving); Musical hula hoops; Hula hoop trail; Hula hoop Relays • Warm-up. Ten-minute run. Personal Fitness Relays; Never-ending Relays • 2-minute walk/run. • 3-minute walk/run. Healthy Choices: food pyramid, fitness program, social media • 2-minute walk/run. Healthy Choices: food pyramid, fitness program, social media • 3-minute walk/run. Extended Stretching and Power Pacer) practice for FitnessGram testing. • 2-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 • 2-minute run. Review and create a personal 10-day meal plan and exercise routine. 	<p>Students will participate in cardiovascular activities.</p> <p>Students can verbally explain the five (5) components of fitness testing.</p> <p>Students will encourage each other to improve their own personal fitness levels (this is not a competition).</p> <p>Students will personalize individual fitness plan</p>
<p style="text-align: center;">Content Resources</p>		
<p>Physical Education/ Health Grade 7 Schoology Course</p> <p>www.marietta.schoology.com</p>		