



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

*Grade 8 Physical Education & Health*

<b>Unit title</b>	<i>Health and Personal Fitness</i> <i>Bodyweight exercises Pilates Principles of fitness Step aerobics Walking/Jogging Weight training, &amp; Resistance bands, Health Promotion &amp; Enhancement</i>	<b>MYP year</b>	3	<b>Unit duration (hrs)</b>	<i>MMS - 40.5</i>
-------------------	---	-----------------	---	----------------------------	-------------------

**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit):** *What will students learn?*

**GaDoE Standards**

**Standards**

[PE 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 8.2.a-f](#)

**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.

Describe ways to reduce or prevent injuries and other adolescent health occurrences

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors

<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global context</b>
--------------------	---------------------------	-----------------------

MCS MYP Physical Education & Health Unit 1 Planner. Last Revised: August, 2023

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

Change is an essential aspect of human development, and adolescents are acutely aware of their changing bodies and abilities. Physical and health education courses can help to foster positive personal, social, emotional, mental and physical change that can lead to more balanced, healthy lives.	Choice involves making a decision between at least two alternatives, knowing that, in making a choice, we will have to go without the other(s). Choices should be made by evaluating the situation and considering the resources available. Depending on the situation some choices will need to be decided upon quickly; such as choices required during game play. Other choices allow for longer periods of consideration; such as choices made in relation to nutrition or fitness development	Identities and relationships physical, psychological and social development, transitions, health and wellbeing, lifestyle choices
<b>Statement of inquiry</b>		
Exercise changes how our body functions and raises awareness of choosing to maintain an active lifestyle.		
<b>Inquiry questions</b>		
<p>Factual—</p> <p>How much physical activity do you need daily to improve heart health?</p> <p>Why are healthy behaviors important?</p> <p>Conceptual—</p> <p>How does physical activity affect your fitness level?</p> <p>Discuss healthy options to promote well-being and prevent disease.</p> <p>Debatable-</p> <p>Should personal fitness be mandatory everyday?</p> <p>How should you evaluate health practices?</p>		

MYP Objectives	Assessment Tasks			
<i>What specific MYP <b>objectives</b> will be addressed during this unit?</i>	<i><b>Relationship</b> between summative assessment task(s) and statement of inquiry:</i>			<i>List of common formative and summative assessments.</i>
<p><b>Objective A: Knowing and Understanding</b></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 <b>problems set</b> 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>Diagnostic assessment/task:</p> <p>PE/Health Formative #1:</p> <p>Pre-test of FitnessGram Assessment administered to students</p> <p>Common Formative 1</p> <p>Teacher Observation – student participation and effort level on circuit training.</p> <p>Common Formative 2</p> <p>Teacher Observation – ongoing assessment on physical fitness activities.</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 for a middle school student/athlete</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. Training schedule and Rest</p>		<p><b><u>Formative Assessment(s):</u></b></p> <p>Daily performance</p> <p>Performance of skills</p> <p>Healthy Options to promote well-being and prevent disease</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>Reduce or prevent injuries and other adolescent health occurrences</p>

ii. analyze and evaluate the effectiveness of a plan based on the outcome.	Summative Assessment:  Post-test of FitnessGram Assessment administered to students			
--	---	--	--	--

#### Approaches to learning (ATL)

- 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

#### Learning Experiences

Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
----------------------	----------------------	---

<p>Students will understand the importance of health and wellness</p>	<p>Students will learn and assess their fitness level.</p> <ul style="list-style-type: none"> <li>-Students will participate in a variety of fitness exercises that measure cardiovascular endurance, muscular strength, muscular endurance and flexibility.</li> <li>-Students will be able to work together and encourage each other through this event.</li> <li>-Students will be able to respect various skill levels and abilities.</li> <li>-Students will be able to understand what they need to do to improve their health.</li> <li>-Students will develop a multimedia presentation that highlights health Risks associated with alcohol, tobacco, and other drugs usage.</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 having an active lifestyle</p>	<p>Learning experiences and teaching strategies</p> <ul style="list-style-type: none"> <li>● Explain Fitness testing components: FITNESSGRAM is a comprehensive fitness assessment battery for youth. The tests are designed to assess cardiovascular fitness, muscular strength, muscular endurance, and flexibility and body composition.</li> <li>● Students will know healthy target zones for their age group and these will be assessed by using FitnessGram cadence for curl-ups, and push-ups. Teachers will 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>● FITNESSGRAM provides feedback to help students to plan fitness and physical activity programs. It also helps students, school personnel and parents/caregivers to understand a child's needs and to plan a program of physical activity. Being physically active is fun and essential for a healthy lifestyle. We need to be physically active. Physical fitness is essential to health throughout life. Physical activity provides a variety of opportunities for enjoyment and social engagement.</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>

Content Resources
Physical Education/ Health Grade 8 Schoology Course <a href="http://www.marietta.schoology.com">www.marietta.schoology.com</a>