



**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>
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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 8.3.a-c](#) / [HE 8.4.a-d](#)

**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 access valid information, products, and services to enhance health.

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global context</b>
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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	Balance - Balance is a state of equilibrium between contrasting, opposing, or interacting factors. Balance can occur in many forms .	Identities and relationships physical, psychological and social development, transitions, health and wellbeing, lifestyle choices
<b>Statement of inquiry</b>		
Human body systems work together when exercising and can improve personal, physical, mental, social, and spiritual health.		
<b>Inquiry questions</b>		
<p>Factual—</p> <p>What are some offensive and defensive strategies that improve productivity?</p> <p>Why is Health promotion and disease prevention important?</p> <p>Conceptual—</p> <p>How does personal and social behavior affect physical activity?</p> <p>How does alcohol, tobacco, vaping and other drugs affect brain activity?</p> <p>Debatable-</p> <p>What are the benefits of the Georgia Fitness Assessment?</p> <p>What does a good healthy lifestyle look like?</p>		
<b>MYP Objectives</b>	<b>Assessment Tasks</b>	

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.
<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>Diagnostic assessment/task:</p> <p>PE/Health Formative #1</p> <p>PE/Health Common Formative #2</p> <p>PE/Health Summative Assessment</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>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><b><u>Formative Assessment(s):</u></b></p> <p>Daily performance</p> <p>Performance of skills</p> <p>Health Risks associated with alcohol, tobacco, and other drugs usage</p> <p>Benefits of Personal Health and Well-Being</p> <p>School Policy, Community and Health Information</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>Conflict Management and Resolution Solutions</p> <p>Health Risks associated with alcohol, tobacco, and other drugs usage</p> <p>Benefits of Personal Health and Well-Being</p> <p>School Policy, Community and Health Information</p>
<b>Approaches to learning (ATL)</b>				
- 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

<b><u>Learning Experiences</u></b> Add additional rows below as needed.		
Objective or Content	Learning Experiences	Personalized Learning and Differentiation
Students will understand the importance of health and wellness	Students will learn and assess their fitness level. -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 health risks associated with alcohol, tobacco, vaping and other drug usage. -Students will learn conflict management and resolution solutions.	*Modify teaching strategies to meet the needs of diverse learners.  Peer demonstrations/partner with stronger skill levels *Adjust the pace to fit individual learners  504 and IEP-All physical activities will be modified accordingly as required by each student's particular IEP and/or 504.  Repeated direction, paraphrasing and

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		summarizing, check for comprehension, visual demonstration.
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>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>	<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>
<b>Content Resources</b>		
Physical Education/ Health Grade 8 Schoology Course <a href="http://www.marietta.schoology.com">www.marietta.schoology.com</a>		

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