



Marietta City Schools
2023–2024 District Unit Planner

Grade 8 Physical Education & Health

Unit title	Health and Personal Fitness <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)	MMS - 40.5
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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 8.7.a-c](#) / [HE 8.8.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 practice health-enhancing behaviors and avoid or reduce health risks.
- Students will demonstrate the ability to advocate for personal, family, and community health.

Key concept	Related concept(s)	Global context
Change Change is a conversion, transformation or movement from one form, state or value to another. Inquiry into the concept of change involves.	Environment - Performers must understand environmental influences in order to be successful. An environment does not have to be physical. The digital	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.

	environment, especially social media, has a significant impact on personal, mental, emotional and social health.	
Statement of inquiry		
A healthy lifestyle can be developed through movement activities in different environments.		
Inquiry questions		
<p>Factual—</p> <p>What does strengthening, toning, and physical activity look like for muscle groups?</p> <p>What are the health risks associated with alcohol, tobacco, vaping and other drugs usage?</p> <p>Conceptual—</p> <p>How can we improve personal and social behaviors in physical activity settings?</p> <p>Why are school policies and state laws needed regarding the use, possession, sales of alcohol, tobacco, vaping and other drugs?</p> <p>Debatable-</p> <p>How can we increase awareness of positive health choices?</p> <p>How can we avoid health risk behaviors?</p>		
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 C: Applying and Performing</p> <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>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) & 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><u>Formative Assessment(s):</u></p> <p>Daily performance</p> <p>Performance of skills</p> <p>Health Risks associated with alcohol, tobacco, vaping, and other drugs</p> <p>Healthy and Unhealthy relationships</p> <p>Health Advocacy</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 Risks associated with alcohol, tobacco, vaping, and other drugs</p> <p>Healthy and Unhealthy relationships</p> <p>Health Advocacy</p>
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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

<u>Learning Experiences</u>		
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 be able to discuss health advocacy and health related school policies. -Students will learn how to avoid health risk behaviors.	*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 summarizing, check for comprehension, visual demonstration.
Understand the benefits of having an active lifestyle	Learning experiences and teaching strategies 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 Week 2 – Warm-up. Ten-minute run. Team Relays: Week 3 - Warm-up. Ten-minute run Resistance bands Week 4 Warm-up. Ten-minute run. Jump Rope: Individual jumping; Team jump rope; Jump	CO: Students will participate in cardiovascular activities. LO: Students can verbally explain the five (5) components of fitness testing. SO: Students will encourage each other to

	<p>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>improve their own personal fitness levels (this is not a competition).</p>
Content Resources		
<p>Physical Education/ Health Grade 8 Schoology Course</p> <p>www.marietta.schoology.com</p>		