



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

*Grade 6 Physical Education & Health*

<b>Unit title</b>	Physical Fitness/Health Unit 1	<b>MYP year</b>	1	<b>Unit duration (hrs)</b>	MSGA- 20
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**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?***

**GaDoE Standards**

**Standards**

[PE6.3a-j](#), [PE6.5a-d](#), [HE6.2a-j](#), [HE6.6a-d](#), [HE.6.8a-d](#)

**Concepts/Skills to be Mastered by Students**

PE6.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.

PE6.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

HE6.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

HE6.6: Students will demonstrate the ability to use goal-setting skills to enhance health.

HE6.8: Students will demonstrate the ability to advocate for personal, family, and community health.

Key concept	Related concept(s)	Global context
<b>Change</b>  Change is a conversion, transformation or movement from one form, state or value to	<b>Environment</b>  - Performers must understand environmental influences in order to be successful. An environment does not have to be physical. The digital environment,	<b>Identities and Relationships</b>  - personal, physical, mental, social and spiritual health

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<p>another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences.</p>	<p>especially social media, has a significant impact on personal, mental, emotional and social health</p>	<p>- Physical, psychological and social development; transitions; health and well-being; lifestyle choices</p>
<p><b>Statement of inquiry</b></p>		
<p>A healthy lifestyle can be developed through movement activities in different environments.</p>		
<p><b>Inquiry questions</b></p>		
<p><b>Factual</b></p> <p>What are the different components for physical fitness?</p> <p>What are some types of exercises for each component of physical fitness?</p> <p><b>Conceptual</b></p> <p>How can improving physical fitness affect an individual's lifestyle?</p> <p>What are the effects on your heart rate when you exercise?</p> <p>How can we advocate for community health?</p> <p><b>Debatable</b></p> <p>Should schools require students to participate in Physical Education classes?</p>		

Why should students set goals to enhance health?

MYP Objectives	Assessment Tasks	
<i>What specific MYP <b>objectives</b> 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>ii. identify physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations</p> <p>OBJECTIVE B: PLANNING FOR PERFORMANCE</p> <p>i. construct and outline a plan for improving health or physical activity</p> <p>OBJECTIVE D: REFLECTING AND IMPROVING PERFORMANCE</p>	<p>Outline of summative assessment task(s) including assessment criteria - How does this assessment task relate to the statement of inquiry?:</p> <p><b>Diagnostic assessment/task:</b></p> <p>Pre-test of FitnessGram Assessment administered to students</p> <p><b>Common Formative #1:</b></p> <p>Teacher Observation – student participation and effort level on circuit training.</p> <p><b>Common Formative #2:</b></p> <p>Teacher Observation – ongoing assessment on physical fitness activities.</p> <p><b>Summative Assessment:</b></p> <p>Post-test of FitnessGram Assessment administered to students</p>	<p>Describe how the summative assessment task(s) and the statement of inquiry are connected.</p> <p>Based on the pre and post-test results on Fitness Gram Assessment, students will analyze what fitness areas of improvement they need to make and choose different physical activities in order to achieve healthy fitness levels. Students will also write a reflection to summarize and reflect on the unit taught.</p>

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ii. identify goals and apply strategies to enhance performance		
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**Approaches to learning (ATL)**

<b>Skill Category</b>	<b>Skill Cluster</b>	<b>Skill Indicator and Description (SGObj, Learning Exp, Summative)</b>
Research	Information Literacy Skills	In order for students <u>to improve their fitness levels, they will make connections between different aspects of health and describe how they affect well-being.</u>

<b>Skill Category</b>	<b>Skill Cluster</b>	<b>Skill Indicator and Description Skill Indicator and Description (SGObj, Learning Exp, Summative)</b>
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Self-Management	Organizational Skills	In order for students <u>to improve fitness levels, they will plan short and long-term goals, and make a personal fitness plan to achieve goals.</u>
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<p style="text-align: center;"><b><u>Learning Experiences</u></b></p> <p style="text-align: center;">Add additional rows below as needed.</p>		
Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<p><b>PE6.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.</b></p> <p>Participates in a variety of cardiovascular activities in school and home settings, which are considered Moderate to Vigorous Physical Activity (MVPA).</p>	<p><b>Learning experiences and teaching strategies</b></p> <p>The teacher will demonstrate proper form and technique of all the fitness components to be tested (push-ups, sit-ups, sit-and-reach, and the mile-run). The teacher will monitor students while they practice and provide instant feedback. The teacher will group students with the same level abilities for differentiation.</p> <p><b>Unit essential question(s)</b></p> <p>How does participating in movement activities with various environments improve or develop a healthy lifestyle?</p> <p><b>Week 1- Major Learning Activities</b></p>	<p><b>Personalized Learning &amp; Differentiation</b> (click here for description) Describe in detail how you will differentiate instruction for a variety of learners (include students with special needs, English Language Learners, and high achieving students). Please reference your personalized learning principle. <b>List strategies used when differentiating by content, process, and/or product.</b></p> <p><b>Based on diagnostic assessment, students will be grouped</b></p>

<p>Participates in the Georgia Fitness Assessment with teacher supervision.</p> <p>Identifies health fitness components that are strong and those areas in need of improvement.</p> <p>Designs short and long-term personal fitness goals based on strengths and the areas for improvement as indicated by the Georgia Fitness Assessment.</p>	<p>The teacher will demonstrate proper form and technique of the various physical fitness activities in Circuit Training. The teacher will allow students to use modified versions of exercises and group students with same level abilities for differentiation. Students will participate in a fitness circuit and perform exercises at their own pace for 1 minute each with 30 second rests in between.</p> <p><b>Week 2- Major Learning Activities</b></p> <p>Students will practice interval-training workouts in which students will complete 2 minutes of slow jogging at their own pace and walk for 3 minutes. Students will perform 3 intervals. The teacher will time and monitor students during running. Students will run at their individual pace.</p> <p><b>Week 3: Major Learning Activities</b></p> <p>Students will take the pretest of the Fitness Gram Assessment in which students will be tested on push-ups, sit-ups, sit-and-reach, and the mile-run.</p> <p>Students will develop a personal fitness plan to achieve fitness goals based on pre-test scores on the FitnessGram Assessment.</p>	<p><b>by their levels (high, med, and low).</b></p> <ul style="list-style-type: none"> <li>· <b>Students will be allowed to practice modified versions of exercises based on fitness level</b></li> <li>· <b>Students will work at their own pace based on skill level</b></li> <li>· <b>Students who are English Language Learners will be paired with other students of the same language.</b></li> <li>· <b>504 Accommodations</b></li> <li>· <b>Pair students with physical disabilities with another student for assistance</b></li> </ul>
<b>Content Resources</b>		
<p>Exercise mats, resistance bands, jump ropes, dot mats, floor ladders, steppers, and stopwatches.</p>		

**Reflection: Considering the planning, process and impact of the inquiry**

Prior to teaching the unit	During teaching	After teaching the unit
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<p>- What do students already know, and what can they do?</p> <p>- What does experience tell us about what to expect in this unit?</p> <p>Students know the basic concept of exercising to burn calories. Students have some understanding and familiarity with some exercises and techniques: sit-ups, push-ups, jump ropes, plank holds. In addition, they know what body parts those exercises help (abs, chest, etc.).</p> <p>Based on practice from Georgia FitnessGram, students can already perform half of the exercises presented in stations and are familiar with breathing strategies.</p> <p>Teacher can expect frustration from students in failing to keep proper form on atypical exercises (bands, dot mats, and jump ropes). Teacher can also expect students struggling with endurance before and after an increase in time per stations.</p>	<p>- What difficulties did we encounter while completing the unit or the summative assessment task(s)?</p> <p>- What is the level of student engagement?</p> <p>Some of the difficulties we encountered:</p> <ul style="list-style-type: none"> <li>-Limited time became a factor for the larger classes.</li> <li>-Equipment malfunctions which led to modifying at times (bands snap).</li> <li>-Students using improper technique and form when performing exercises and having to reteach during exercising.</li> </ul> <p>Student engagement:</p> <p>Very engaged after the first two stations and students “feeling it out”. Music and encouragement played a big factor as well.</p> <p>Students/groups became competitive at times during the stations.</p>	<p>- How well did the summative assessment task serve to distinguish levels of achievement?</p> <p>- How effectively did we differentiate learning in this unit?</p> <p>Summative task:</p> <p>Fitnessgram scores increased from pre-test to post-test scores which indicated overall student achievement. Students also gave in-depth reflections on thoughts concerning the unit (Likes, dislikes, ideas for changes, etc.). This insight provided positive feedback from students regarding what would help their motivation and fitness goals. Students explained what was tough for them (time, a certain exercise, etc.), what was enjoyable and how we could make it more challenging for them.</p> <p>How effective was differentiation? Grouping students by levels created a positive environment for those with lower skills/ability.</p> <p>-Pairing English Language Learners with students of the same language helped with understanding. –Grouping for our more advanced/athletic students created a challenging environment. Each exercise station had a modified version where students could challenge themselves while also helping the students who struggle with a less intense technique.</p>
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