



Marietta City Schools

District Unit Planner

Everything on the unit planner must be included on the unit curriculum approval statement.

Grade 6 Physical Education & Health

Unit title	<i>Volleyball/Health Unit</i>	MYP year	<i>1</i>	Unit duration (hrs)	<i>MSGA- 45</i>
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GSE Standards

Standards

[PE6.1a-e](#), [PE6.2a-f](#), [PE6.3a-j](#), [HE6.1a-h](#), [HE6.3a-e](#)

Concepts/Skills to be Mastered by Students

HE6.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

HE6.1.j: Differentiate short and long-term effects of alcohol, tobacco, and/or other drug use, including social and legal implications.

HE6.3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

PE6.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.

Performs specialized manipulative skills in an applied setting to include throwing, catching, striking, shooting, and passing, utilizing various body parts or implements with varying trajectories, speed, and direction.

Performs motor skills and movement patterns with appropriate adjustment to dynamic movements such as balance, weight transfer, speed, and direction.

PE6.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Describes basic strategies and motor skill techniques for offense and defense in small-sided game play.

PE6.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing

Key concept	Related concept(s)	Global context
<p>Communications</p> <p>Communication is the exchange or transfer of signals, facts, ideas, symbols. It requires a sender, a message, and a receiver. Communication involves conveying information or meaning. Effective communication requires a common “language”, verbal or nonverbal</p>	<p>Movement</p> <ul style="list-style-type: none"> - 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>Space</p> <ul style="list-style-type: none"> - Space refers to physical dimensions of playing or performance area (badminton court), distance between people or objects (offensive and defensive lines in field sports), and opportunity to experience something (space to discover identity) to disco 	<p>Identities and Relationships</p> <ul style="list-style-type: none"> - personal, physical, mental, social and spiritual health - Physical, psychological and social development; transitions; health and well-being; lifestyle choices
Statement of inquiry		
A logical process of simplification can help people improve their health and weel-being (GC: Identities and relationships)		
Inquiry questions		
<p>Factual</p> <p>What is the correct procedure for keeping score while playing a game of volleyball?</p>		

What is a bump?

What is a set?

What do healthy and unhealthy behaviors look like?

Conceptual

Why is it important for players to communicate during play?

How does the way you place your hands while hitting the ball affect the direction the ball goes in?

Describe how unhealthy behaviors lead to poor health.

Debatable

Which is the most effective way to hit a volleyball over your shoulders and below your shoulders, the bump or set?

How do environmental dangers impact personal health and wellness?

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>Click on any subject group below:</p> <p>i. recall and apply a range of skills and techniques effectively</p> <p>ii. recall and apply a range of strategies and movement concepts</p> <p>iii. recall and apply information to perform effectively</p>	<p>Diagnostic assessment/task: Teacher Observation – initial hitting of the volleyball</p> <p>Common Formative PE #1: How many times does the student hit the volleyball correctly using a set?</p> <p>Common Formative Health #2: Students will analyze why healthy behaviors and positive healthy promotion are important in the community.</p> <p>Common Formative PE #2: How many times does the student hit the volleyball correctly using a bump?</p> <p>Common Formative Health #2: Students will define goals for a healthy lifestyle and implementing healthy decision-making skills.</p> <p>Summative Assessment: Students will use skills learned in real game situations and share alternative resources/activities for personal health and well-being.</p>	<p>Describe how the summative assessment task(s) and the statement of inquiry are connected.</p> <p>Based on the amount of times students hit the volleyball using the set and bump technique, they will analyze what corrections they need to make to hit the ball more effectively. Students will then make the corrections during real play situations.</p>
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Approaches to learning (ATL)

Skill Category	Skill Cluster	Skill Indicator and Description (SGObj, Learning Exp, Summative)
Self-Management	Organizational Skills	In order for students to improve their skills in volleyball, students will <u>set goals that are challenging and realistic.</u>
Communication	Interaction Skills	In order for student <u>to develop proper teamwork in volleyball</u> they will need to <u>actively listen to verbal calls from their teammates during game play.</u>

Learning Experiences

Add additional rows below as needed.		
Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<p>PE6.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Performs specialized manipulative skills in an applied setting to include throwing, catching, striking, shooting, and passing, utilizing various body parts or implements with varying trajectories, speed, and direction.</p> <p>Performs motor skills and movement patterns with appropriate adjustment to dynamic movements such as balance, weight transfer, speed, and direction.</p> <p>PE6.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p> <p>Describes basic strategies and motor skill techniques for offense and defense in small-sided game play.</p> <p>PE6.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Recognizes the difference between</p>	<p>The teacher will demonstrate proper form and technique of the overhead volley and underhand serve. The teacher will monitor students while they practice and provide instant feedback. The teacher will pair students with the same level abilities in game play for differentiation.</p> <p>Students will discuss how participating in movement activities with various environments improve or develop a healthy lifestyle?</p> <p>Students will discuss forms of communication that we can use when interacting with other teammates?</p> <p>Students will practice the “set” technique by hitting the volleyball against the wall attempting to hit the over the designated target. Students will watch and record the amount of times the ball hits over the target.</p> <p>Students will practice the “bump” technique by hitting the volleyball against the wall attempting to hit the volleyball over the designated target. Students will watch and record the amount of times the ball hits the target.</p> <p>Students will participate in various volleyball activities to utilize skills learned during instruction. Students will practice the “set” and “bump” technique by striking the volleyball attempting to hit the volleyball over the net. Students will have different positions and rotate in a clockwise formation. Students will have to use effective communication to inform other players around them they will be striking the volleyball.</p> <p>Students will research information on the short and long-term effects of vaping, tobacco, and alcohol. Students will design a poster, design a brochure, or design a flier raising awareness and providing relevant information on the effects on those substances.</p>	<p>Personalized Learning & Differentiation</p> <ul style="list-style-type: none"> · Based on diagnostic assessment, students will be grouped by their levels (high, med, and low). · Students will work at their own pace based on skill level · Students who are English Language Learners will be paired with other students of the same language. · 504 Accommodations · Pair students with physical disabilities with another student for assistance

<p>health-related fitness versus skill-related fitness.</p> <p>HE6.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>HE6.1.j: Differentiate short and long-term effects of alcohol, tobacco, and/or other drug use, including social and legal implications.</p> <p>HE6.3: Students will demonstrate the ability to access valid information, products, and services to enhance health.</p>		
Content Resources		
<p>Physical Education/ Health Grade 6 Schoology Course</p> <p>www.marietta.schoology.com</p>		

Curriculum Unit Approval Statement

Every team member is expected to read and review the unit planner and contents contained in the unit planner.

This unit meets the rigorous review and approval process of Marietta City Schools. All components of the unit have been reviewed and approved including learning experiences, materials, resources, texts, and assessments. This unit's components:

- Are aligned to Georgia Standards of Excellence and MYP/DP subject area guide (if applicable)
- Are aligned to the pacing of the approved Subject Group Overview
- Provide resources that are appropriate for students' grade level, subject/course level, etc.
- Provide learning experiences that prepare students for course assessments

PLCs review each learning experience using three criteria and collaborate to provide explicit and specific information.

<p>Criteria I: Standards Alignment:</p> <p><i>Learning experiences should provide alignment to the standards and the MYP subject area guide (if applicable).</i></p>	<p>Criteria II: Materials, Resources, and Text Complexity and Controversial Topics and Issues:</p> <p><i>Materials, resources, and texts are grade level and content appropriate.</i></p>	<p>Criteria III: Assessment Alignment:</p> <p><i>Since assessment drives instruction, learning experiences must align to and prepare students for regular common formative and summative assessments used to determine whether students are mastering standards-based content and ATL skills.</i></p>
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Common Formative and Summative Assessments

<p>Assessment Title</p>	<p>Criteria I: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding the <u>alignment of learning experiences, materials, and resources</u> to:</p> <ol style="list-style-type: none"> 1. State Standards 2. MYP/DP (if applicable) components 3. Aligned to learning experiences <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.</p>	<p>Criteria II: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding</p> <ol style="list-style-type: none"> 1. Complexity of resources including text and vocabulary 2. Controversial topics and issues in learning experiences, materials or resources <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution. Include the specific quote(s) and reference page numbers or location (ex: time in video).</p>
<p>Formative Assessment(s):</p>	<p>N/A</p>	<p>N/A</p>
<p>Summative(s) Assessment:</p>	<p>N/A</p>	<p>N/A</p>
<p>Plan to address issues or concerns noted:</p>		

Learning Experiences

Add additional rows below as needed.

Learning Experience Title	Criteria I: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding the <u>alignment of learning experiences, materials, and resources</u> to: 1. State Standards 2. MYP/DP (if applicable) components Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.	Criteria II: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding 1. Complexity of resources including text and vocabulary 2. Controversial topics and issues in learning experiences, materials or resources Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution. Include the specific quote(s) and reference page numbers or location (ex: time in video).	Criteria III: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding 1. Common Assessment alignment to instruction and/or standards Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.
LE 1:	N/A	N/A	N/A
LE 2:			
LE 3:			
Plan to address issues or concerns noted:			

Resources listed on unit planner

Add additional rows below as needed.

Resources	Criteria I: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding the <u>alignment of learning experiences, materials, and resources to:</u> 1. State Standards 2. MYP/DP (if applicable) components Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.	Criteria II: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding 1. Complexity of resources including text and vocabulary 2. Controversial topics and issues in learning experiences, materials or resources Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution. Include the specific quote(s) and reference page numbers or location (ex: time in video).	Criteria III: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding 1. Common Assessment alignment to instruction and/or standards Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.
Resource:	N/A	N/A	N/A
Plan to address issues or concerns noted:			

By typing my name below I am acknowledging that I have fully read, reviewed, listed concerns with resolutions, and approved of all contents included in the unit planner including learning experiences, materials, resources, texts, and assessments referenced on it. All other content and materials not included on the unit planner are the local school's responsibility (BOE IKB).

Curriculum Team Signatures: