

MCS MYP Grade 8 Physical Education & Health Subject Group Overview

| Unit Name: | Fitness/ Skill Development/ Health | Fitness/ Skill Development/ Health | Fitness/ Skill Development/ Health | Fitness/ Skill Development/ Health |
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| Time Frame | 9 Weeks | 9 Weeks | 9 Weeks | 9 Weeks |
| 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 8.2.a-f | 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 | 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 8.5.a-e , HE 8.6.a-e | 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 |
| Approaches To Learning Instructional Strategies | Social -Collaboration Skills In order for students to be effective and utilize proper technique in volleyball they will need to give and receive meaningful feedback. Self-Management -Reflection Skills In order for students to learn how to bump, set, and spike/hit, they will need to develop new volleyball skills being taught to them. | -Critical Thinking Sillas In order for students to be effective and utilize proper technique in pickleball they will need to practice observing other students carefully to recognize problems. Self-Management -Affective Skills In order for students to learn backhand and forehand strikes they will need to practice focus and concentration with repetition. Self-Management -Organizational Skills In order for students to improve their skills in basketball, students will set goals that are challenging and realistic. | Identities and Relationships - personal, physical, mental, social and spiritual health - Physical, psychological and social development; transitions; health and well-being; lifestyle choices Research -Information Literacy Skills In order for students to improve their fitness levels, they will make connections between different aspects of health and describe how they affect well-being. | Self-Management -Organizational Skills In order for students to improve fitness levels, they will plan short and long-term goals, and make a personal fitness plan to achieve goals. |
| Statement of Inquiry | Managing player and team conflict builds healthy communication and relationships. | Human body systems work together when exercising and can improve personal, physical, mental, social, and spiritual health. | Participants in sport can bring different perspectives to the development and application of rules. | A healthy lifestyle can be developed through movement activities in different environments. |
| Global Context | Identities and Relationships - personal, physical, mental, social and spiritual health - Physical, psychological and social development; transitions; health and well-being; lifestyle choices | Identities and Relationships - personal, physical, mental, social and spiritual health - Physical, psychological and social development; transitions; health and well-being; lifestyle choices | 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 | 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 |
| Key Concepts | Communication 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 | 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 | Development Development is the act or process of growth, progress or evolution, sometimes through iterative improvements | Change Change is a conversion, transformation or movement from one form, state or value to another. Inquiry into the concept of change involves |

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| Related Concepts | <p>Movement - 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> | <p>Balance - Balance is a state of equilibrium between contrasting, opposing, or interacting factors. Balance can occur in many forms</p> | <p>Systems - Effective game play relies on participants' understanding of multiple systems, including their components and interaction. Systems are often dynamic; they frequently need to be adapted to meet changing circumstances</p> | <p>Environment - Performers must understand environmental influences in order to be successful. An environment does not have to be physical. The digital environment, especially social media, has a significant impact on personal, mental, emotional and social health</p> |
| Design Cycle Transdisciplinary | <ul style="list-style-type: none"> ● Movement Skills in Complex Activity Settings ● Manipulative Skills ● Offensive and Defensive Strategies ● Rhythm Sequences - Complex Movement concepts and Skills. ● Movement and Strategies for Individual and Team Situations ● Improving Performance Critiques ● Increasing levels of moderate and vigorous physical activity (MVPA) ● Georgia Fitness Assessment ● Heart Rate to measure Rating of Perceived Exertion (RPE) ● Strengthening, Toning, and PE for muscle groups ● Personal and Social Behavior in Physical Activity Settings ● Value of Physical Activity ● Health Promotion and Disease Prevention ● Personal Health and Well-Being ● Healthy and Unhealthy Relationships ● Health Risks associated with alcohol, tobacco, and other drugs usage (Vaping) ● Reduce or prevent injuries and adolescent health occurrences ● Influence on Health Behaviors | <ul style="list-style-type: none"> ● Movement Skills in Complex Activity Settings ● Manipulative Skills ● Offensive and Defensive Strategies ● Rhythm Sequences - Complex Movement concepts and Skills. ● Movement and Strategies for Individual and Team Situations ● Improving Performance Critiques ● Increasing levels of moderate and vigorous physical activity (MVPA) ● Georgia Fitness Assessment ● Heart Rate to measure Rating of Perceived Exertion (RPE) ● Strengthening, Toning, and PE for muscle groups ● Personal and Social Behavior in Physical Activity Settings ● Value of Physical Activity ● Health Promotion and Disease Prevention ● Health Risks associated with alcohol, tobacco, and other drugs usage ● Benefits of Personal Health and Well-Being ● Validity of Health Information ● School Policy, Community and Health ● Conflict Management and Resolution Solutions | <ul style="list-style-type: none"> ● Movement Skills in Complex Activity Settings ● Manipulative Skills ● Offensive and Defensive Strategies ● Rhythm Sequences - Complex Movement concepts and Skills. ● Movement and Strategies for Individual and Team Situations ● Improving Performance Critiques ● Increasing levels of moderate and vigorous physical activity (MVPA) ● Georgia Fitness Assessment ● Heart Rate to measure Rating of Perceived Exertion (RPE) ● Strengthening, Toning, and PE for muscle groups ● Personal and Social Behavior in Physical Activity Settings ● Value of Physical Activity ● Identify signs and situations that contribute to Human Trafficking ● Describe where to report concerns and seek out help concerning Human Trafficking ● Health Risk Behaviors ● Prevention of Chronic Disease ● Decision Making Skills to Enhance Health ● Goal-Setting Skills to Enhance Health | <ul style="list-style-type: none"> ● Movement Skills in Complex Activity Settings ● Manipulative Skills ● Offensive and Defensive Strategies ● Rhythm Sequences - Complex Movement concepts and Skills. ● Movement and Strategies for Individual and Team Situations ● Improving Performance Critiques ● Increasing levels of moderate and vigorous physical activity (MVPA) ● Georgia Fitness Assessment ● Heart Rate to measure Rating of Perceived Exertion (RPE) ● Strengthening, Toning, and PE for muscle groups ● Personal and Social Behavior in Physical Activity Settings ● Value of Physical Activity ● Health Risks associated with alcohol, tobacco, and other drugs usage ● School Policy and State Laws regarding the use, possession, and sale substances ● Dynamics of healthy and unhealthy relationships ● Health Enhancing Behaviors ● Health Advocacy & Health Debate ● Positive Health Choices ● Avoiding Health Risk Behaviors |

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| | <p align="center">MYP Assessments/ Performance Tasks</p> | <p>Common Assessments Title and Criterion: Formative Assessment: Teacher observation of initial striking of the volleyball. Summative Assessment: Students will apply skills learned in real game situations and write a reflection on the volleyball unit. Performance Tasks: 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. 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. 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</p> | <p>Common Assessments Title and Criterion: Formative Assessment: Teacher observation of initial striking of the volleyball. Summative Assessment: Students will apply skills learned in real game situations and write a reflection on the volleyball unit. Performance Tasks: Students will practice the forehand technique by striking the ball against the wall attempting to hit the designated target. Students will watch and record the amount of times the ball hits the target. Students will practice the backhand technique by striking the ball against the wall attempting to hit the designated target. Students will watch and record the amount of times the ball hits the target. Students will practice the forehand and backhand technique by striking the ball bounced in front of them attempting to hit the ball over the net. Students will have different roles: striker, thrower, shagger, and the remaining students will help retrieve the ball.</p> | <p>Common Assessments Title and Criterion: Formative Assessment: Teacher observation of initial striking of the volleyball. Summative Assessment: Students will apply skills learned in real game situations and write a reflection on the volleyball unit. Performance Tasks: Students will participate in a circuit training type of activity designed to improve basketball skills. These skills include, basketball weaving, layups, team games, elimination games, free throw shooting, passing, perimeter shooting, and suicide dribble. Students will practice these skills until mastery is accomplished. Students will participate in a circuit training type of activity designed to improve defensive basketball skills. These skills include defensive stance, rebounding, close-out, king of the hill, and one-on-one play. Students will practice basketball skills in their groups to demonstrate mastery. Students will then practice their basketball skills by participating in real game situations. Students will be placed into groups based on their skill level and play 3-on-3 games for 5 minute intervals.</p> | <p>Common Assessments Title and Criterion: Formative Assessment: Teacher observation of initial striking of the volleyball. Summative Assessment: Students will apply skills learned in real game situations and write a reflection on the volleyball unit. Performance Tasks: Training routine. These activities will include but are not limited to planks, jump rope, step-ups, sit-ups, resistance strength training, squats, and walking. Students will participate in a fitness circuit and perform exercises at their own pace for 1 minute each with 30 second rests in between. 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 align="center">Differentiation For Tiered Learners</p> | <p>Marietta City Schools teachers provide specific differentiation of learning experiences for all students. Details for differentiation for learning experiences are included on the district unit planners.</p> | | | |