



**Marietta City Schools**

**District Unit Planner**

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

*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>	MMS - 40.5
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**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?***

**GSE Standards**

**Standards**

[PE 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](#)

**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.

Describe ways to reduce or prevent injuries and other adolescent health occurrences

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

Key concept	Related concept(s)	Global context
<p>Change is an essential aspect of human development, and adolescents are acutely aware of their changing bodies and abilities. Physical and health education courses can help to foster positive personal, social, emotional, mental and physical change that can lead to more balanced, healthy lives.</p>	<p>Choice involves making a decision between at least two alternatives, knowing that, in making a choice, we will have to go without the other(s). Choices should be made by evaluating the situation and considering the resources available. Depending on the situation some choices will need to be decided upon quickly; such as choices required during game play. Other choices allow for longer periods of consideration; such as choices made in relation to nutrition or fitness development</p>	<p>Identities and relationships physical, psychological and social development, transitions, health and wellbeing, lifestyle choices</p>
<b>Statement of inquiry</b>		
<p>Exercise changes how our body functions and raises awareness of choosing to maintain an active lifestyle.</p>		
<b>Inquiry questions</b>		
<p>Factual—</p> <p>How much physical activity do you need daily to improve heart health?</p> <p>Why are healthy behaviors important?</p> <p>Conceptual—</p> <p>How does physical activity affect your fitness level?</p> <p>Discuss healthy options to promote well-being and prevent disease.</p> <p>Debatable-</p> <p>Should personal fitness be mandatory everyday?</p>		

How should you evaluate health practices?			
MYP Objectives	Assessment Tasks		
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><b>Objective B: Planning for performance</b></p> <p>i. design, explain and justify plans to improve physical performance and health</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>Formative Assessment(s):</b></p> <p>Daily performance</p> <p>Performance of skills</p> <p>Healthy Options to promote well-being and prevent disease</p> <p><b>Summative Assessment(s):</b></p> <p>Fitness/Exercise tracker</p> <p>Goal setting</p> <p>Self and peer evaluation</p> <p>Reduce or prevent injuries and other adolescent health occurrences</p>

ii. analyze and evaluate the effectiveness of a plan based on the outcome.				
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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
- Practise 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

**Learning Experiences**  
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.	*Modify teaching strategies to meet the needs of diverse learners.

	<p>-Students will be able to respect various skill levels and abilities.          -Students will be able to understand what they need to do to improve their health</p>	<p>Peer demonstrations/partner with stronger skill levels *Adjust the pace to fit individual learners</p> <p>504 and IEP-All physical activities will be modified accordingly as required by each student's particular IEP and/or 504.</p> <p>Repeated direction, paraphrasing and summarizing, check for comprehension, visual demonstration.</p>
<p>Understand the benefits of having an active lifestyle</p>	<p>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 Rope Tag          Week 5 - Warm-up. Ten-minute run. Hula Hoop: Individual (stationary and moving); Musical hula hoops; Hula hoop trail; Hula hoop Relays          Week 6 - Warm-up. Ten-minute run. Personal Fitness Relays; Never-ending Relays          Week 7 - Warm-up. Ten-minute walk/run.          Week 8 - Warm-up. Ten-minute walk/run. Healthy Choices: food pyramid, fitness program, social media          Week 9 - Warm-up. Ten-minute walk/run. Healthy Choices: food pyramid, fitness program, social media          Week 10 - Warm-up. Ten-minute walk/run. Extended Stretching and Mile Run (Pacer) practice for FitnessGram testing.          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>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>

	Week 12 – Warm up. Ten-minute run. Review and create a personal 10-day meal plan and exercise routine.	
<b>Content Resources</b>		
Physical Education/ Health Grade 8 Schoology Course <a href="http://www.marietta.schoology.com">www.marietta.schoology.com</a>		

**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><b>Criteria I: Standards Alignment:</b></p> <p><i>Learning experiences should provide alignment to the standards and the MYP subject area guide (if applicable).</i></p>	<p><b>Criteria II: Materials, Resources, and Text Complexity and Controversial Topics and Issues:</b></p> <p><i>Materials, resources, and texts are grade level and content appropriate.</i></p>	<p><b>Criteria III: Assessment Alignment:</b></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><b>Assessment Title</b></p>	<p><b>Criteria I:</b> 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"> <li>1. <b>State Standards</b></li> <li>2. <b>MYP/DP (if applicable) components</b></li> <li>3. <b>Aligned to learning experiences</b></li> </ol> <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><b>Criteria II:</b> Does the PLC have any <u>concerns</u> or <u>issues</u> regarding</p> <ol style="list-style-type: none"> <li>1. <b>Complexity of resources including text and vocabulary</b></li> <li>2. <b>Controversial topics and issues in learning experiences, materials or resources</b></li> </ol> <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 <b>specific quote(s)</b> and reference <b>page numbers</b> or <b>location</b> (ex: time in video).</p>
<p><b>Formative Assessment(s):</b></p>	<p>NA</p>	<p>NA</p>
<p><b>Summative(s) Assessment:</b></p>		
<p>Plan to address issues or concerns noted:</p>		



### Learning Experiences

Add additional rows below as needed.

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<b>LE 1:</b>	NA	NA	NA
<b>LE 2:</b>			
<b>LE 3:</b>			
Plan to address issues or concerns			

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