



Marietta City Schools
2024–2025 District Unit Planner

Grade 7 Physical Education & Health

Unit title	Fitness and Aerobic Training	MYP year	2	Unit duration (hrs)	MMS- 40.5 hours
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GaDoE Standards

Standards

[7.1a-b](#) , [7.2a-c](#) , [7.3a-c](#) , [7.4a-c](#) , [7.5a-c](#)

[HE 7.1](#) , [HE 7.2](#)

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

Key concept	Related concept(s)	Global context
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<p>Development - is the act or process of growth, progress or evolution, sometimes through iterative improvements.</p>	<p>Energy - Energy is a fundamental entity that is transferred between parts of a system in the production of change within the system. It is the capacity for doing work and as such the amount and form of energy an individual requires is dependent on the task(s) they are completing. The restoration of an individual's energy levels is determined by a variety of factors such as rest, nutritional intake and time. Energy levels influence all aspects of human life, from our ability to think and make effective choices, to our ability to be physically active.</p>	<p>Identities and relationships Who am I? Who are we?</p> <p>Students will explore identity; beliefs and values; personal, physical, mental social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.</p> <p>physical, psychological and social development, transitions, health and wellbeing, lifestyle choices</p>
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Statement of inquiry

Exercise changes how our body functions and raises awareness of choosing to maintain an active lifestyle.

Inquiry questions

Factual—

How much physical activity do you need daily to improve heart health?

How do healthy behaviors influence health and well being?

Conceptual—

How does physical activity affect your fitness level?

Explain ways to reduce or prevent health risks among adolescents.

Debatable-

Personal fitness should be mandatory everyday?

How can the environment impact personal health?

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 A: Knowing and Understanding</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 problems set in familiar and unfamiliar situations.</p> <p>III. Apply physical and health terminology effectively to communicate understanding.</p> <p>Objective B: Planning for performance</p> <p>i. design, explain and justify plans to improve physical performance and health</p> <p>ii. analyze and evaluate the effectiveness of a plan based on the outcome.</p>	<p>Diagnostic assessment/task:</p> <p>Pre-test of Fit Georgia Assessment administered to students</p> <p>Common Formative 1</p> <p>Teacher Observation – student participation and effort level on circuit training.</p> <p>Common Formative 2</p> <p>Teacher Observation – ongoing assessment on physical fitness activities.</p> <p>Summative Assessment:</p> <p>Post-test of Fit Georgia Assessment administered to students</p>	<p>Pre-Fit Georgia Assessment: Conduct an initial fitness assessment to evaluate students’ current levels in various areas such as the PACER test, curl-ups, and push-ups.</p> <p>Goal Setting: Have students set realistic, personalized fitness goals based on their assessment results. They should choose one specific area (e.g., increasing curl-up repetitions) to focus on for improvement.</p> <p>Learning Proper Form and Technique</p> <p>classes focusing on the correct form and technique for curl-ups and push-ups. Use demonstrations, and hands-on practice.</p> <p>Regularly observe and provide feedback on students’ form to ensure they’re performing exercises correctly and safely.</p> <p>Benchmark Pacing and Target Goals</p> <p>Periodically assess students’ performance in the PACER test, curl-ups, and push-ups to track their progress.</p> <p>Pacing Charts: Provide pacing charts or benchmarks for each exercise to help students understand the progress they need to make to reach their goals.</p>	<p><u>Formative Assessment(s):</u></p> <p>Help students understand how to set SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound).</p> <p>Encourage them to reflect on their strengths and areas for improvement.</p> <p>Teacher observation</p> <p>Sharing expectations and feedback</p> <p>Stress the connection between good nutrition and physical performance.</p> <p>Offer tips for making healthier food choices and creating balanced meals.</p> <p><u>Summative Assessment(s):</u></p> <p>State Assessment</p> <p>Performance Rubric</p> <p>Fitness/Exercise tracker</p> <p>Benchmark Fitness</p>

		<p>By integrating these elements into your program, you'll help students build a solid foundation for physical fitness, understand the importance of nutrition, and develop lifelong habits that contribute to their overall health and well-being.</p>	<p>Journal Personal Health and Well-Being</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

Learning Experiences

Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<p>Students will understand the importance of health and wellness</p>	<ul style="list-style-type: none"> ● 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 work together and encourage each other through this event. ● -Students will review various skill levels and abilities as a team. ● -Students will collaborate to determine what they need to do to improve their health 	<p>*Modify teaching strategies to meet the needs of diverse learners.</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</p> <ul style="list-style-type: none"> ● Explain Fitness testing components: Fit Georgia is a comprehensive fitness assessment battery for youth. The tests are designed to assess cardiovascular fitness, muscular strength, muscular endurance, and flexibility and body composition. ● Students will know healthy target zones for their age group and these will be assessed by using Fit Georgia cadence for curl-ups, and push-ups. Teachers will Conduct pre-assessment. Set up 5 stations: (1) Curl-ups (2) Pacer (3) Push-ups (4) Height & Weight (5) Sit and Reach ● FIT Georgia will help students to plan fitness and physical activity programs. It also helps students, school personnel and parents/caregivers to understand a child's needs and to plan a program of physical activity. Being physically active is fun and essential for a healthy lifestyle. We need to be physically active. Physical fitness is essential to health throughout life. Physical activity provides a variety of opportunities for enjoyment and social 	<p>Students will participate in cardiovascular activities.</p> <p>Students can verbally explain the five (5) components of fitness testing.</p> <p>Students will encourage each other to improve their own personal fitness levels (this is not a competition).</p>

Content Resources

Physical Education/ Health Grade 7 Schoology Course

www.marietta.schoology.com