



Marietta City Schools
2024–2025 District Unit Planner

Grade 7 Physical Education & Health

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|-------------------|--------------------------------------|-----------------|---|----------------------------|-----------------|
| Unit title | Fitness/Skill Development/Volleyball | MYP year | 2 | Unit duration (hrs) | MMS- 40.5 hours |
|-------------------|--------------------------------------|-----------------|---|----------------------------|-----------------|

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.7.3](#) , [HE.7.4](#)

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.

| Key concept | Related concept(s) | Global context |
|--|---|---|
| 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 | 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 style="text-align: center;">Identities and relationships</p> <p style="text-align: center;">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> |

Statement of inquiry

How do the relationships between coordinated movement, timing, and spatial awareness in volleyball contribute to effective teamwork and overall performance during the game?

Inquiry questions

Factual Questions:

How many points are needed to win a set in volleyball?

Conceptual Questions:

How does effective communication between players influence team performance in volleyball?

Debatable Questions:

Is mental focus more important than physical skill in determining success in volleyball?

Should individual performance be valued over team coordination in volleyball competitions?

MYP Objectives

Assessment Tasks

*What specific MYP **objectives** will be addressed during this*

Relationship between summative assessment task(s) and statement of inquiry:

List of common formative and summative assessments.

| <i>unit?</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>Factual Knowledge.</p> <p>Procedural Knowledge:</p> <p>Conceptual Knowledge: This involves understanding the underlying principles that influence gameplay:</p> <p>The importance of teamwork, communication, and spatial awareness in volleyball.</p> <p>How physical fitness components like agility, endurance, and strength enhance performance.</p> <p>Knowledge to Analyze</p> | <p>The basic information about volleyball, such as: rules of the game (6 players per team, and rally scoring system).</p> <p>Types of skills (serve, pass, set, spike, block, and dig).</p> <p>Positioning and player roles (setter, and libero).</p> <p>Understanding the different types of hits allowed (forearm pass, overhead set).</p> <ul style="list-style-type: none"> ● This includes knowing how to execute skills and strategies in volleyball: <ul style="list-style-type: none"> ○ The correct technique for serving (underhand or overhand), setting, and spiking. ○ Proper footwork and body position ○ The ability to coordinate with teammates to set up plays, such as a bump-set-spike sequence. <p>Applying their knowledge of teamwork and communication, they can suggest strategies to improve verbal cues and positioning to prevent future errors.</p> <p>In a tournament setting against another class</p> | <p><u>Formative Assessment(s):</u></p> <p>Daily performance</p> <p>Performance of skills</p> <p>Goal setting</p> <p>Healthy Behaviors</p> <p><u>Summative Assessment(s):</u></p> <p>Criterion C: Performance based</p> <p>Criterion A: Written assessment</p> <p>Self and peer evaluation</p> |

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>To develop fundamental volleyball skills such as serving, passing, and setting, , while enhancing teamwork, communication, and strategic thinking in order to perform effectively in both offensive and defensive situations during competitive play.</p> | <p>Skill Drills for Fundamental Techniques</p> <ul style="list-style-type: none"> ● Learning Experience: Students practice basic skills such as serving, passing, setting, spiking, and blocking in a controlled, repetitive drill environment. ● Teaching Strategy: Break down each skill into small, manageable steps. Demonstrate the technique and have students practice individually or in pairs, focusing on form and precision. Provide immediate feedback and allow students to correct mistakes. Use visual aids or video analysis to help students see where they can improve. <p>Game-Based Learning</p> <ul style="list-style-type: none"> ● Learning Experience: Students participate in modified games (3v3 or 4v4) that emphasize specific skills or strategies, such as improving communication or positioning. ● Teaching Strategy: Use small-sided games to create more touches on the ball and emphasize teamwork. The teacher can stop the game at key moments to analyze decision-making, and skill execution. <p>Peer Assessment and Feedback</p> <ul style="list-style-type: none"> ● Learning Experience: Students assess each other’s performance during drills or games, providing constructive feedback on technique, positioning, or communication. ● Teaching Strategy: Pair students up and have them observe their partner during specific drills or gameplay. Teach them how to give clear, positive, and constructive feedback on areas such as passing accuracy or movement efficiency. <p>Teamwork and Communication Focused Activities</p> | <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> |

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| | <ul style="list-style-type: none"> ● Learning Experience: Students participate in drills or games that emphasize communication and team coordination, teaching them the importance of working together on the court. ● Teaching Strategy: Implement drills that require players to communicate constantly. | |
| <p>Understand the benefits of having an active lifestyle</p> <ul style="list-style-type: none"> <input type="checkbox"/> Improve muscle strength and endurance <input type="checkbox"/> Improve cardiovascular strength and blood circulation <input type="checkbox"/> Help reduce feelings of anxiety and depression | <p>Learning experiences and teaching strategies Teachers will demonstrate, mentor, and monitor students while providing positive feedback Teachers will create different challenge levels for basic or advanced</p> <ul style="list-style-type: none"> ● Learning Experience: Students will learn different muscles and resistance band exercises ● Teaching strategy: Show various exercises that target specific muscle groups that are beneficial in the success of volleyball skills (serve) | <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> <p>Students will personalize individual fitness plan</p> |
| Content Resources | | |
| <p>Physical Education/ Health Grade 7 Schoology Course</p> <p>www.marietta.schoology.com</p> | | |