



Marietta City Schools
2024–2025 District Unit Planner

Grade 8 Physical Education & Health

Unit title	Volleyball & Health	MYP year	3	Unit duration (hrs)	MMS - 40.5
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GaDoE Standards

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 8.3.a-c](#) / [HE 8.4.a-d](#)

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 demonstrate the ability to access valid information, products, and services to enhance health.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Key concept	Related concept(s)	Global context
Communication is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common “language” (which may be written, spoken or non-verbal)	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. Movement can also occur in relation to thoughts and ideas, a type of movement that relies on people aligning their	orientation in time and space What is the meaning of ‘where’ and ‘when’?

	thinking with others in relation to a specific cause or ideal.	
Statement of inquiry		
How do effective communication and coordinated movement impact teamwork and strategy in volleyball, and how do these elements contribute to the overall success of the game?		
Inquiry questions		
<p>Factual Question: What are the basic rules and regulations that govern the game of volleyball?</p> <p>Conceptual Question: How does teamwork and communication influence the success of a volleyball team?</p> <p>Debatable Question: Is individual skill more important than team coordination in determining the outcome of a volleyball match?</p>		
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>Rules and Regulations</p> <p>Court Layout</p>	<p>Students will know the basic rules, such as how many players are on a team, how scoring works, what constitutes a legal hit, and rotation rules.</p> <p>Students will understand the dimensions of the volleyball court, net height, and zones for serving and receiving.</p> <p style="text-align: center;">S</p> <p style="text-align: center;">S</p>
		<p>Formative Assessment(s):</p> <p>Daily performance</p> <p>Self and peer evaluation</p> <p>Goal setting worksheet</p> <p>Fitness/Exercise tracker</p> <p>Summative Assessment(s):</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>Scoring System</p> <p>Positions</p>	<p>Students will know how points are earned (rally scoring), the number of sets in a match, and how to win a set or match.</p> <p>Students will know the specific positions on the court, such as setter, hitter, and libero.</p>	<p>F</p> <p>F</p>	<p>Criterion A: Use of knowledge</p> <p>Criterion C: Performance</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
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<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>Communication Skills</p> <ul style="list-style-type: none"> • Verbal Communication: Students will communicate clearly with teammates during the game by calling for the ball ("mine" or "yours") • Non-verbal Communication: Students will Signal readiness • Listening: Students will actively listen to coach's feedback, understand teammates' cues, and respond to opponents' actions. <p>Social Skills</p> <ul style="list-style-type: none"> • Conflict Resolution: Students will be able to resolve disagreements or misunderstandings during a match, such as rally scoring. • Empathy and Sportsmanship: Students will encourage teammates, stay positive after mistakes, and show respect for others at different skill sets. <p>Thinking Skills</p> <ul style="list-style-type: none"> • Problem Solving: Students will Identify weaknesses (how to serve, how to position themselves for success) requires problem-solving skills. <p>Self-Management Skills</p> <ul style="list-style-type: none"> • Organization: Students will self officiate game and effectively rotate • Goal-Setting: Setting short-term and long-term goals, such as improving a specific skill like serving or spiking, helps players stay motivated and track their progress. <p>Research Skills</p> <ul style="list-style-type: none"> • Reflection and Evaluation: Students will assess their own performance through self-reflection, coach feedback, and peer evaluations to identify strengths and areas for improvement. 	<p>*Modify teaching strategies to meet the needs of diverse learners.</p> <p>Peer demonstrations/partner with stronger skill levels *modified balls to increase accuracy .</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>Additionally, to promote physical fitness, coordination, and sportsmanship through</p>	<p>Learning experiences and teaching strategies Students will participate in cardiovascular activities to continue to show growth and</p>	

active participation in the game.	improvement Students can verbally explain the five (5) components of fitness testing. Students will encourage each other to improve their own personal fitness levels (this is not a competition).	
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Content Resources

Physical Education/ Health Grade 8 Schoology Course
www.marietta.schoology.com

