



Marietta City Schools
2023–2024 District Unit Planner

Grade 8 Physical Education & Health

Unit title	Soccer and Personal Fitness	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 8.7.a-c](#) / [HE 8.8.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 practice health-enhancing behaviors and avoid or reduce health risks.
- Students will demonstrate the ability to advocate for personal, family, and community health.

Key concept	Related concept(s)	Global context
Development –is the act or process of growth, progress or evolution, sometimes through iterative improvements.	Refinement – is the process of modifying something to enhance its overall effectiveness. Refinement can occur in relation to personal behaviours, thought processes, techniques, tactics and	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.

strategies. Refinements are made based on internal and/or external feedback.

Statement of inquiry

The principles of teamwork, strategy, and skill development in soccer contribute to personal growth, collaboration, and success both on and off the field.

Inquiry questions

Factual— What are the fundamental skills and rules of soccer?

Conceptual— How do communication and strategy impact a team’s performance?

Debatable- Is teamwork more important than individual skill in soccer?

MYP Objectives

Assessment Tasks

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

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

List of common formative and summative assessments.

Criterion A: Knowing and Understanding

i. outline physical health education-related factual, procedural and conceptual knowledge

Explain and demonstrate knowledge of rules, strategies, and principles of play in soccer.

Passing and Shooting

- Partner passing drills.
- Shooting technique and accuracy drills.
- 4v4 possession-based games.
- Video analysis of successful passing and shooting.

The summative assessment directly connects to the statement of inquiry by evaluating students’ ability to apply teamwork and soccer skills in game settings. Success in soccer requires both individual technique and effective collaboration, reinforcing the importance of skill

Formative Assessment(s):

- Teacher observation of student technique and participation.
- Peer feedback during partner drills.
- Quick questioning on rules and strategies.
- Skill challenges, such as dribbling through cones within a time limit.

<p>Criterion B: Planning for Performance</p> <p>ii. describe the effectiveness of a plan based on the outcome.</p> <p>Criterion C: Applying and Performing</p> <p>ii. recall and apply a range of strategies and movement concepts</p> <p>Criterion D: Reflecting and Improving Performance</p> <ul style="list-style-type: none"> ● Evaluate personal and team performance, identifying strengths and areas for improvement. <p>Objective D: Reflecting and improving performance</p> <p>iii. analyze and evaluate performance.</p>	<p>Set goals and create strategies to improve technical and tactical skills in soccer.</p> <p>Execute fundamental soccer skills (dribbling, passing, shooting, and defending) in controlled and game-like scenarios.</p> <p>i. demonstrate and apply a range of skills and techniques</p> <p>ii. demonstrate and apply a range of strategies and movement concepts</p> <p>i. explain and demonstrate strategies to enhance interpersonal skills</p>	<p>Defensive and Tactical Play</p> <ul style="list-style-type: none"> ● Defensive stance and positioning drills. ● Team strategy discussions. ● Full-field scrimmages with peer feedback. <p>Application and Game Play</p> <ul style="list-style-type: none"> ● Tournament-style matches. ● Self and peer assessments. ● Final reflection journal submission. 	<p>development and cooperative play in competitive sports.</p>	<p>Summative Assessment(s):</p> <ul style="list-style-type: none"> ● Practical assessment of dribbling, passing, and shooting in a structured drill. ● Small-sided game performance evaluation. ● Written or verbal quiz on soccer rules and positions. ● Self-assessment or peer review on teamwork and sportsmanship.
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Approaches to learning (ATL)

-Communication:

- Use verbal and non-verbal cues to communicate with teammates effectively.
- Give and receive meaningful feedback
- Interpret and use effectively modes of non-verbal communication

Social Skills:

- Work collaboratively in team settings to develop game strategies.
- Help others to succeed
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Self-Management:

- Demonstrate resilience and perseverance in skill development.
- Identify strengths and weaknesses of personal learning strategies (self-assessment)

Thinking Skills:

- Analyze and adapt to different game situations in real time.
- Practice observing carefully in order to recognize problems
- Apply skills and knowledge in unfamiliar situations

Learning Experiences

Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<ol style="list-style-type: none"> 1. Demonstrate basic soccer skills, including dribbling, passing, shooting, and defending. 2. Apply teamwork and communication strategies during gameplay. 3. Understand the basic rules and positions of soccer. 4. Develop sportsmanship and fair play in a game setting. 	<ol style="list-style-type: none"> 1. Skill Development <ul style="list-style-type: none"> ○ Dribbling: Students will practice dribbling around cones, using both feet. ○ Passing: Pair students up to practice short and long passes, emphasizing accuracy and control. ○ Shooting: Students will take turns shooting at the goal with proper technique. ○ Defensive Strategies: Introduction to marking and tackling techniques. 2. Application/Game Play <ul style="list-style-type: none"> ○ Small-Sided Games: Divide students into small teams (3v3 or 5v5) to encourage more touches and participation. ○ Full Court/Field Scrimmage: If space and numbers allow, conduct a controlled game with coaching breaks to reinforce key skills. 	<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>Learning experiences and teaching strategies exercise routine.</p> <ul style="list-style-type: none"> ● What strategies were most effective in engaging students? ● How well did students demonstrate teamwork and technical skills? ● What improvements can be made for future lessons? ● Warm-up drills focusing on footwork. ● Dribbling exercises with cones. ● Small-sided dribbling games. ● Collaborate with colleagues to share best practices and refine lesson delivery. 	<ul style="list-style-type: none"> ● Adjust field size and rules for different skill levels. ● Provide additional coaching support for students needing extra help. ● Use visual aids or demonstrations for students with learning differences. ● Encourage cooperative learning by pairing stronger and weaker players

	<ul style="list-style-type: none">● Ticket out the door: What is one key takeaway about dribbling?	together.
Content Resources		
Physical Education/ Health Grade 8 Schoology Course www.marietta.schoolology.com		