



Marietta City Schools
2024–20245 District Unit Planner

Grade 7 Physical Education & Health

Unit title	Soccer & Personal Fitness	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 .7.3](#) , [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
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 strategies. Refinements are made based on internal and/or external feedback.	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.

Statement of inquiry

Effective teamwork, refined skills, and strategic play contribute to success and fairness in soccer.

Inquiry questions

Factual Questions:

1. What are the basic rules and positions in soccer?
2. How do different passing techniques impact ball control and movement?

Conceptual Questions:

1. How does teamwork influence success in a soccer game?
2. Why is communication important in team sports?

Debatable Questions:

1. Should physical education place more emphasis on teamwork or individual skills?
2. Is winning more important than player development in youth sports?

Assessment Tasks

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

List of common formative and summative assessments.

The summative assessment evaluates students' ability to apply teamwork, strategy, and technical skills in soccer, directly aligning with the statement of inquiry. By assessing dribbling, passing, shooting, and game awareness, students demonstrate personal growth and collaboration. The self and peer assessments further reinforce reflective learning and teamwork, ensuring that students recognize the value of strategic play both in sports and in broader life experiences.

Students will participate in soccer games where they apply their dribbling, passing, shooting, and game awareness skills in a team setting. They will be evaluated using the performance rubric and will complete a self-assessment reflection on their individual and team contributions. Additionally, students will assess a peer's gameplay, teamwork, and strategy application, providing constructive feedback.

Assessment Components:

1. **Skill Performance:** Demonstrate proficiency in dribbling, passing, shooting, and defensive positioning.
2. **Teamwork & Strategy:** Apply learned strategies effectively and communicate with teammates.
3. **Self-Assessment:** Reflect on personal performance and areas for improvement.
4. **Peer Assessment:** Evaluate a teammate's application of teamwork and strategy.
5. **Game Awareness:** Make strategic decisions during gameplay and adjust based on situational needs.

Formative Assessment(s):

- Skill checklist for dribbling and passing.
- Exit ticket: List two things you learned about passing.
- Observation of teamwork in small-sided games.

Summative Assessment(s):

Performance rubric assessing dribbling, passing, shooting, and game awareness.

Self and peer assessment on teamwork and strategy application.

Approaches to learning (ATL)

Communication: Developing verbal and non-verbal skills for teamwork and strategy.

Collaboration: Working effectively with peers in drills and game situations.

Self-Management: Setting personal goals for skill improvement.

Thinking Skills: Analyzing game situations and making strategic decisions.

Learning Experiences

Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<ol style="list-style-type: none"> 1. Skill Development: Improve dribbling, passing, shooting, and defensive techniques in soccer. 2. Teamwork & Communication: Foster collaboration and effective communication on the field. 3. Game Strategy: Understand offensive and defensive strategies to enhance game awareness. 4. Decision-Making: Develop quick and 	<p>Fundamentals of Soccer</p> <ul style="list-style-type: none"> ● Learning Experiences: <p>Warm-ups: Dynamic stretches and footwork drills.</p> <p>Skill Development: Dribbling, passing, and trapping techniques.</p> <p>Group Activity: Passing in pairs and small group rondos.</p> <p>Turn-and-Talk: Why is ball control important in soccer?</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</p>

<p>effective decision-making skills during gameplay.</p> <p>5. Sportsmanship & Reflection: Promote fair play, self-assessment, and constructive peer feedback.</p> <p>6. Physical Fitness: Enhance agility, coordination, and endurance through soccer activities.</p> <p>7. Understand the benefits of being active through lifetime sports and examining both strengths and weaknesses.</p>	<p>Game Play: 3v3 4v4, etc. mini-games to apply basic skills.</p> <p>Teaching Strategies:</p> <p>Direct instruction with demonstrations.</p> <p>Guided practice with peer feedback.</p> <p>Use of video analysis to show correct technique.</p> <p>Teamwork & Strategy</p> <ul style="list-style-type: none"> ● Learning Experiences: <p>Warm-ups: Coordination drills and agility ladders.</p> <p>Skill Development: Positioning, movement without the ball, and basic tactics.</p> <p>Group Activity: 4v4 small-sided games with a focus on passing sequences.</p> <p>Turn-and-Talk: How does teamwork improve gameplay?</p> <p>Game Play: Scrimmages with assigned roles and rotating positions.</p> <p>Teaching Strategies:</p> <ul style="list-style-type: none"> ● Cooperative learning through small-group tasks. ● Think-pair-share discussions on strategy. ● Teacher-led questioning to encourage reflection. <p>Applying Skills in Competitive Play</p> <ul style="list-style-type: none"> ● Learning Experiences: 	<p>summarizing, check for comprehension, visual demonstration.</p>
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	<p>Warm-ups: Soccer-related relay races.</p> <p>Skill Development: Shooting techniques, defensive skills, and game strategies.</p> <p>Group Activity: Defending drills and shooting accuracy challenges.</p> <p>Turn-and-Talk: "What makes a great soccer player: skill or strategy?"</p> <p>Game Play: Full-sided scrimmages with peer coaching.</p> <ul style="list-style-type: none"> ● Teaching Strategies: <p>Inquiry-based learning through problem-solving activities.</p> <p>Peer teaching and coaching opportunities.</p> <p>Video review of student gameplay for self-assessment.</p> <ul style="list-style-type: none"> ● Review MCS fitness components; Use FitnessGram cadence for pacer, curl-ups, and push-ups. Conduct post-assessments on the following: Pacer, Curl-ups, Abdominal stretch, Push-ups, and Sit and Reach ● MCS fitness Testing ● Applied practice 	

Content Resources

Physical Education/ Health Grade 7 Schoology Course
www.marietta.schoology.com