

MCS MYP 7th Grade Physical Education & Health Subject Group Overview

Unit Name:		Fitness/Team Sports/Health	Fitness / Team Sport 2/Health	Fitness/Team Sports 3/Health	Fitness/Teams Sports 4/ Health
Time Frame		9 Weeks	9 Weeks	9 Weeks	9 weeks
	Standards	PE 7.1 HE 7.7 PE7.3 PE7.5 HE 7.1 HE 7.3 HE 7.5 HE 7.6	PE 7.1 PE7.3 PE7.5 HE ,7.1 HE 7.2 HE 7.4 HE 7.8	PE 7.1c-d 7.2a-c 7.3h-k 7.4a-c 7.5a-c HE 7.5 HE 7.6	PE 7.1 7.2a-c 7.3l-n 7.4a-c 7.5a-c HE 7.7 HE 7.8
	Approaches To Learning Instructional Strategies	<p>Communication- Collaborate during volleyball drills and peer assessment. Share wellness goals and hygiene plans in small-group discussions.</p> <p>Social -Collaboration Skills In order for students to be effective and utilize proper technique in volleyball they will need to give and receive meaningful feedback.</p> <p>Self-Management -Reflection Skills In order for students to learn how to bump, set, and spike/hit .Set health-related goals based on performance and personal needs. Demonstrate personal hygiene practices.. Organize practice routines to enhance volleyball performance.</p> <p>Thinking- Reflect on fitness data to make informed decisions. Apply understanding of nutrition to create performance-enhancing meal choices.</p>	<p>Communication Skills Use appropriate physical and verbal communication to collaborate during team play. Share personal strategies for saying “no” to peer pressure related to drugs or alcohol.</p> <p>Social Skills Support teammates with encouragement and constructive feedback during drills and games. Work collaboratively in group scenarios to create ATOD prevention campaigns or role-plays.</p> <p>3. Self-Management Skills Demonstrate focus, perseverance, and emotional control in competitive basketball games.</p> <p>4. Thinking Skills Analyze how substance use affects physical performance, coordination, and decision-making in sports.</p> <p>5. Research Skills Gather factual information about the impact of drugs, alcohol, and tobacco on the body and athletic performance.</p>	<p>Communication - Give and receive meaningful feedback. Use appropriate nonverbal and verbal communication. Express thoughts clearly and creatively. Peer feedback during skill drills and performances</p> <p>Collaborative creation of movement compositions Group soccer challenges and strategy planning. Building respectful behavior during safety discussions</p> <p>Self-Management- Manage time and tasks effectively. Demonstrate perseverance and resilience. Meeting deadlines for choreography planning Managing emotions during high-pressure soccer activities</p> <p>Critical Thinking - Evaluate evidence and arguments , Consider multiple perspectives, interaction scenarios</p> <p>Reflection Consider ethical, cultural, and environmental implications group contributions and leadership</p>	<p>Communication Skills Listening actively to peers and teachers during partner drills, doubles matches, and discussions about bullying scenarios.Collaborating to de-escalate conflict by using non-verbal cues and calm communication on and off the court.</p> <p>Social Skills Practicing empathy and respect for all participants regardless of ability or background. Building inclusive environments by rotating partners in pickleball and badminton, and ensuring all voices are heard during health discussions</p> <p>Self management- Managing emotions during competitive moments in games or when discussing difficult social topics like bullying.</p> <p>Maintaining focus and self-discipline to stay engaged in skill development and game strategy.</p>

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	Statement of Inquiry	Balanced routines and informed choices contribute to skill development, physical performance, and overall well-being.	The decisions we make individually and as a team impact our personal health and group success.	Creative physical expression can promote self-awareness, teamwork, and safety when navigating personal boundaries and social interactions.	Effective teamwork, refined skills, and strategic play contribute to success and fairness in Badminton or pickleball.
	Global Context	Identities and Relationships - personal, physical, mental, social and spiritual health - Physical, psychological and social development; transitions; health and well-being; lifestyle choices	Identities and Relationships - personal, physical, mental, social and spiritual health - Physical, psychological and social development; transitions; health and well-being; lifestyle choices	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	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
	Key Concepts	Development - is the act or process of growth, progress or evolution, sometimes through iterative improvements.	Relationships are the connections and associations between properties, objects, people and ideas— including the human community’s connections with the world in which we live. Any change in relationship brings consequences—some of which may occur on a small scale, while others may be far-reaching, affecting large networks and systems such as human societies and the planetary ecosystem	Relationships are the connections and associations between properties, objects, people and ideas— including the human community’s connections with the world in which we live. Any change in relationship brings consequences—some of which may occur on a small scale, while others may be far-reaching, affecting large networks and systems such as human societies and the planetary ecosystem	Development –is the act or process of growth, progress or evolution, sometimes through iterative improvements.
	Related Concepts	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.	Choice involves making a decision between at least two alternatives, knowing that, in making a choice, we will have to go without the other(s). Choices should be made by evaluating the situation and considering the resources available. Depending on the situation some choices will need to be decided upon quickly; such as choices required during game play. Other choices allow for longer periods of consideration; such as choices made in relation to nutrition or fitness development	Safety refers to the ability to recognize, assess, and respond to risks in order to prevent harm or injury. In physical and health education, safety involves following rules, using proper techniques and equipment, creating supportive environments, and making informed decisions that protect one’s physical, emotional, and social well-being.	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

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	Design Cycle Transdisciplinary	<ul style="list-style-type: none">● Motor Skills● Movement Patterns● Rhythm Sequences● Concepts and Principles of Movement and Performance for volleyball● Health-Enhancing Level of Physical fitness and activities● Dynamic Stretching● Strength and Endurance Training● MCS Fitness Goals● Personal and Social Behavior in Physical Activity Settings● Value of Physical Activity● Health Promotion and Disease Prevention● Influence of family, peers, culture, media, technology and other factors on health behaviors	<ul style="list-style-type: none">● Motor Skills● Movement Patterns● Rhythm Sequences● Concepts and Principles of Movement and Performance basketball● Health-Enhancing Level of Physical fitness and activities● Dynamic Stretching● Strength and Endurance Training● MCSFitness Goals● Personal and Social Behavior in Physical Activity Settings● Value of Physical Activity● Validity of Health Information and Promotion● Professional Health Services and Resources● Health Risks associated with alcohol, tobacco, and other drugs usage● Vaping● Interpersonal Communication Skills to Enhance Health● Avoid or Reduce Health Risks● Conflict Management and Resolution Strategies	<ul style="list-style-type: none">● Motor Skills● Movement Patterns● Rhythm Sequences● Concepts and Principles of Movement and Performance● Health-Enhancing Level of Physical fitness and activities● Dynamic Stretching● Strength and Endurance Training● MCS Fitness Goals● Personal and Social Behavior in Physical Activity Settings● Value of Physical Activity● Describe where to report concerns and seek out help concerning Human Trafficking● Enhancing Health with Decision-Making Skills● Personal Safety (Erin’s Law)● Healthy and Unhealthy Relationships● Personal Health Goal-Setting Skills	<ul style="list-style-type: none">● Motor Skills● Movement Patterns● Rhythm Sequences● Concepts and Principles of Movement and Performance● Health-Enhancing Level of Physical fitness and activities of various net games Badminton● Dynamic Stretching● Strength and Endurance Training● Georgia Fitness Assessment● Personal and Social Behavior in Physical Activity Settings● Value of Physical Activity● Modeling Healthy Behaviors for Self and Others● Health Advocacy for personal, family, and community● Dynamics of healthy and unhealthy relationships
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	<p>MYP Assessments/ Performance Tasks</p>	<p>Formative Tasks Volleyball Skill Checkpoints: ➤Students will rotate through serve, bump, and set stations with peer and teacher feedback.</p> <p>Fitness Journal Logs: ➤Students will track fitness progress (heart rate, flexibility, endurance) and reflect on improvements.</p> <p>Disease Visual Organizer: ➤Students will create a chart distinguishing between communicable and non-communicable diseases, including causes and prevention.</p> <p>Summative Tasks Volleyball Game Performance ➤Students will play in small-sided (4v4) games focusing on proper technique, communication, and rotations. They will be scored using a rubric aligned with MYP <i>Criterion C and D</i>.</p> <p>“Healthy Me” Brochure ➤ Students will design an informational health brochure that includes disease prevention strategies, nutrition tips, and fitness routines. They must explain how these contribute to long-term well-being (<i>Criteria A & B</i>).</p>	<p>Formative Assessments: Formative Tasks Layup and Passing Circuits: Students perform drills on dribbling, layups, chest/bounce passes with feedback.</p> <p>Fact vs. Myth Drug Sort: ➤Students read statements and sort them into facts and myths using health resources.</p> <p>Summative Tasks 3v3 Basketball Game ➤ Students will participate in short 3v3 games, showing proper passing, movement, and communication, evaluated for effort and accuracy (<i>Criteria C & D</i>).</p> <p>Substance Refusal Role-Play Skit ➤ In small groups, students will write and act out realistic refusal scenarios related to peer pressure and substance use. Each group presents to the class and explains their choices (<i>Criteria A & B</i>).</p> <p>Drug Awareness PSA Project ➤Students design a health awareness campaign. Research drug use effects, create a message or PSA (video, poster, skit), and present to peers. Incorporate facts and personal insight. Criterion A: Knowing & Understanding, Criterion B: Planning for Performance</p>	<p>Formative Assessments: Formative Tasks Dribbling and Passing Relay: Students complete timed obstacle courses involving dribbling and passing.</p> <p>Safety Scenario Sort: ➤ Students review various social scenarios and categorize them as safe, unsafe, or reportable.</p> <p>Summative Tasks 5v5 Soccer Game ➤ Students will participate in modified soccer games and are assessed on basic gameplay skills like dribbling, spacing, and teamwork (<i>Criteria C & D</i>).</p> <p>Personal Safety Infographic or Create a “Safety Steps” guide aligned to Erin’s Law ➤ Students will design an infographic that outlines ways to set personal boundaries and where to seek help. The project must include symbols, contact information, and safety tips (Criteria A & B). Criterion A: Knowing and Understanding ➤Students explore and identify basic soccer skills, safety concepts, and body boundaries.</p> <p>Students reflect on how movement promotes body awareness, expression, and personal safety. Criterion B: Planning for Performance</p>	<p>Formative Assessment: Formative Tasks Rally Count Challenge: Students partner to see how many consecutive hits they can achieve in a rally.</p> <p>Human Rights Brainstorm: ➤ Students create a concept web linking advocacy topics to PE themes.</p> <p>Summative Tasks Doubles Match (Badminton or Pickleball) ➤ Students will play in doubles tournaments with emphasis on rules, scoring, positioning, and cooperation. Evaluated using Criteria C & D</p> <p>Advocacy Poster (Trafficking or Organ Donation) ➤ Students design an educational poster advocating for organ donation or trafficking awareness. It must include statistics, solutions, and call-to-action language (Criteria A & B).</p>
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	Differentiation For Tiered Learners	Marietta City Schools teachers provide specific differentiation of learning experiences for all students. Details for differentiation for learning experiences are included on the district unit planners. Emerging Learners Visual aids for drills and hygiene content Simplified vocabulary lists Partner support in skills and health discussions Developing Learners SMART goal templates Modified drills with focus on technique over speed Guided questions in reflections Proficient/Advanced Learners Challenge drills with time or accuracy constraints Design their own circuit fitness routines Lead peer feedback or mini-health lesson			