



Marietta City Schools
2024–2025 District Unit Planner

Grade 7 Physical Education & Health

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| Unit title | <i>Fitness/ Team Sports 1/ Health</i> | MYP year | <i>2</i> | Unit duration (hrs) | <i>MMS- 40.5 hours</i> |
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GaDoE Standards

Standards

[7.1](#), [7.3](#), , [7.5](#) [HE 7.1](#) ,[HE 7.3](#), [HE 7.5](#) [HE 7.6](#) , [HE 7.7](#)

Concepts/Skills to be Mastered by Students

Georgia PE Standards

- PE7.1: Demonstrates competency in a variety of motor skills and movement patterns.
- PE7.3: Achieves and maintains a health-enhancing level of physical activity and fitness.
- PE7.5: Recognizes the value of physical activity for health and enjoyment.

Georgia Health Standards

- HE7.1: Comprehend concepts related to health promotion and disease prevention.
- HE 7.3 Demonstrate the ability to access valid health information and services.
- HE 7.5demonstrate the ability to use decision-making skills to enhance health.
- HE7.6: Demonstrate goal-setting skills to enhance health.

- HE7.7: Practice health-enhancing behaviors and avoid or reduce health risks.

| Key concept | Related concept(s) | Global context |
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| Development - is the act or process of growth, progress or evolution, sometimes through iterative improvements. | 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. | Identities and relationships Who am I? Who are we? 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. physical, psychological and social development, transitions, health and wellbeing, lifestyle choices |
| Statement of inquiry | | |
| Balanced routines and informed choices contribute to skill development, physical performance, and overall well-being. | | |
| Inquiry questions | | |
| <p>Factual—</p> <p>What are the rules and basic positions in a volleyball game? What personal hygiene practices help prevent the spread of illness during physical activity?</p> <p>Conceptual—</p> <p>How do healthy habits contribute to improved physical performance? Why is it important to set personal goals in both fitness and health?</p> <p>Debatable—</p> | | |

Is winning more important than learning new skills in team sports?
Should students be required to track their fitness and nutrition habits?

| MYP Objectives | Assessment Tasks | | |
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| <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>Criterion A: Knowing and understanding</p> <p>Identify and describe health-related concepts such as hygiene, nutrition, and goal setting. Demonstrate awareness of how these affect physical activity.</p> <p>Criterion B: Planning for performance</p> <p>Develop and apply a basic plan to improve physical performance and personal health routines (e.g., hygiene, fitness goals).</p> <p>Criterion C: Applying and performing</p> | <p>Students will demonstrate how the combination of volleyball skill acquisition, fitness tracking, and healthy lifestyle choices (nutrition and hygiene) supports their overall development and well-being.</p> <p>The summative tasks will measure not only physical performance but also students' ability to make informed decisions about their health and reflect on their personal growth over time, directly reinforcing the concepts of balance, choice, and development outlined in the SOI.</p> | <p>Pre-MCS fitness Assessment: Conduct an initial fitness assessment to evaluate students' current levels in various areas such as the PACER test, curl-ups, and push-ups.</p> <p>Goal Setting: Have students set realistic, personalized fitness goals based on their assessment results. They should choose one specific area (e.g., increasing curl-up repetitions) to focus on for improvement.</p> <p>Learning Proper Form and Technique</p> <p>classes focusing on the correct form and technique for curl-ups and push-ups. Use demonstrations, and hands-on practice.</p> <p>Regularly observe and provide feedback on students' form to ensure they're performing exercises correctly and safely.</p> <p>Benchmark Pacing and Target Goals</p> <p>Periodically assess students' performance in the PACER test, curl-ups, and push-ups to track their progress.</p> | <p>Formative Assessment(s):</p> <p>Volleyball Skill Checklists Observational checklists used during drills for bumping, setting, and serving.</p> <p>SMART Goal Graphic Organizer Students create a fitness or health-related SMART goal using a scaffolded worksheet.</p> <p>Fitness Test Baseline</p> <p>Students record initial fitness scores (e.g., push-ups, PACER, sit-ups) and reflect on personal fitness levels.</p> <p>Nutrition Label Matching Students analyze and match food labels to identify healthy and unhealthy choices.</p> <p>Summative Assessment</p> <p>Volleyball Mini-Skills Game Modified gameplay in which students demonstrate foundational volleyball skills (bump, set, underhand serve) in a team environment.</p> |

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| <p>Demonstrate basic volleyball skills (bump, set, underhand serve) and show control and effort during drills and modified gameplay.</p> <p>Criterion D: Reflecting and improving performance Reflect on personal performance and set goals for improvement in both skill development and health habits. Explain changes made and why they were effective or not.</p> | | <p>Pacing Charts: Provide pacing charts or benchmarks for each exercise to help students understand the progress they need to make to reach their goals.</p> <p>By integrating these elements into your program, you'll help students build a solid foundation for physical fitness, understand the importance of nutrition, and develop lifelong habits that contribute to their overall health and well-being.</p> | <p>Health & Fitness Reflection Portfolio</p> <p>A folder or digital document that includes:</p> <p>SMART fitness/health goal</p> <p>Fitness test data (pre/post)</p> <p>Nutrition and hygiene reflections</p> |
| <p>Approaches to learning (ATL)</p> | | | |
| <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 style="text-align: center;"><u>Learning Experiences</u></p> <p style="text-align: center;">Add additional rows below as needed.</p> | | |
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| Objective or Content | Learning Experiences | Personalized Learning and Differentiation |
| <p>Skills and Knowledge:</p> <ul style="list-style-type: none"> • Forearm pass (bump), overhead pass (set), underhand and overhand serve, spike, and block • Communication and teamwork in gameplay • Application of game rules and etiquette • Self-assessment and peer feedback • Setting personal fitness and skill-related goals <p>Health Integration:</p> <ul style="list-style-type: none"> • Understanding the role of decision-making and goal-setting in improving physical and social performance • Using SMART goals for volleyball skill progression • Developing sportsmanship and positive peer relationships | <p>Skill stations: bump, set, serve (formative peer assessment)</p> <p>Mini-games focused on rotation, court positions, and serving</p> <p>Modified 3v3 games emphasizing teamwork, communication, and strategy</p> <p>Tournament-style gameplay with team strategy planning (linked to ATL skills and reflection)</p> <p>Fitness warm-ups and volleyball-specific agility drills; journal entries tracking personal goals</p> <p>Ongoing Turn-and-talks and small group discussions about team decisions, SMART goals, and improvement areas</p> | <p>Visual cue cards and peer modeling for emerging learners</p> <p>- Skill ladders: students choose their progression (underhand or overhand serve)</p> <p>- Advanced learners complete challenge drills with scoring targets</p> <p>Goal-setting templates with sentence starters</p> <p>- Students choose focus area (endurance, strength, flexibility)</p> <p>Group assignments allow mixed-ability collaboration</p> <p>Optional tech extension: MyPlate or nutrition app tracking</p> <p>Turn-and-talk peer support for reflection</p> <p>504 and IEP-All physical activities will be modified accordingly as required by each student's particular IEP and/or 504.</p> |

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| <p>MYP Objectives Targeted:</p> <ul style="list-style-type: none"> • A: Knowing and Understanding • B: Planning for Performance • C: Applying and Performing • D: Reflecting and Improving Performance | | |
| <p>Understand the benefits of having an active lifestyle</p> | <p>Learning experiences and teaching strategies</p> <ul style="list-style-type: none"> • Direct instruction with visual demonstrations of each skill. • Guidance with progression drills (e.g., partner passing → triangle passing → gameplay). • Feedback loops (teacher-to-student and peer-to-peer) for targeted corrections. • Teacher modeling of how to set SMART goals. • Data collection templates to support performance tracking. • Individual conferencing to help students reflect on realistic, personalized targets. • Use of group discussions, turn-and-talks, and reflection sheets. • Think-Pair-Share discussions to explore food choices. • Use of food models, real packaging, or digital MyPlate activities. • Student-led presentations or posters connecting meals to movement. • Use of guiding questions to deepen student reflection | <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> |

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

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| Prior to teaching the unit | During teaching | After teaching the unit |
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| <p>- What do students already know, and what can they do?</p> <p>- What does experience tell us about what to expect in this unit?</p> <ul style="list-style-type: none"> • Students had general awareness of physical activity but lacked formal training or consistent technique in bumping, setting, and serving. • Many had not previously set or tracked SMART fitness goals. • Nutrition and hygiene concepts were familiar in theory but not consistently applied in athletic contexts. | <p>- What difficulties did we encounter while completing the unit or the summative assessment task(s)?</p> <p>Students typically struggle with technique early in the unit, requiring substantial modeling and repetition. Clear routines and visual support are crucial for maximizing time on task. Engaging tasks (skill stations, games, hands-on nutrition activities) boost participation, even for less confident students.</p> <p>- What is the level of student engagement?</p> <p>Students responded well to peer feedback and movement-based learning.</p> <p>Some of the difficulties we encountered:</p> <p>-Students using improper technique and form when performing exercises and having to reteach during exercising.</p> <p>Many students used improper form during fitness testing and volleyball drills, requiring reteaching and corrections mid-activity.</p> | <p>- How well did the summative assessment task serve to distinguish levels of achievement?</p> <p>- How effectively did we differentiate learning in this unit?</p> <p>Higher-achieving students demonstrated skill accuracy, goal setting, and thoughtful reflection.</p> <p>Lower-achieving students either lacked consistency in form or showed minimal self-reflection.</p> |
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