

MCS MYP Grade 8 Physical Education & Health Subject Group Overview

Unit Name:		Fitness /Team Sports 1/Health	Fitness/ Team Sports 2/ Health	Fitness/ Team Sports 3/ Health	Fitness/ Team Sport 4/ Health
Time Frame		9 Weeks	9 Weeks	9 Weeks	9 Weeks
	Standards	8.1 , 8.3 , 8.5 HE 8.1 HE 8.3 HE 8.5 HE 8.6 HE8.7	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	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 8.5.a-e , HE 8.6.a-e	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
	Approaches To Learning Instructional Strategies	<p>Self management Students will: Maintain routines by following structured warm-ups and volleyball drills. Analyze performance by receiving peer and teacher feedback.</p> <p>Organization Skills Set personal and academic goals and evaluate progress. Create and follow effective plans to complete work on time.</p> <p>Communication: Collaborate strategically in gameplay, lead peer discussions.</p> <p>Thinking -Analyze nutrition and strategy for performance optimization.</p> <p>Research:Compare aerobic vs anaerobic exercises and impact on disease prevention. Investigate how teamwork influences immune health (stress reduction, social ties).</p> <p>Social: Apply dynamic team roles during volleyball rotations (setter, passer). Create verbal strategies during gameplay and adjust based on team feedback.</p>	<p>Self-Management Practice managing emotional responses and staying focused. Keep a journal/log to record learning progress</p> <p>Critical Thinking Sillas Evaluate peer responses during debates on alcohol laws and youth. Strategize defensive/offensive basketball plays and adapt based on opponents.</p> <p>Organizational Skills In order for students to improve their skills in basketball, students will set goals that are challenging and realistic.</p> <p>Communication: Use sports cues and non-verbal signals during full-court play. Present a persuasive argument in a substance prevention debate.</p> <p>Research: Investigate statistics around vaping and youth athletes. Build evidence to support policy proposals or school campaigns.</p>	<p>Communication - Give and receive meaningful feedback. Use appropriate nonverbal and verbal communication to express thoughts clearly and creatively. Peer feedback during skill drills and performances. Identify and articulate who trusted adults are and how to reach them</p> <p>Discuss uncomfortable safety topics using sentence stems and protocol. Lead small group reflections around respecting boundaries.</p> <p>Social: Use “team talk” routines to maintain a positive team climate during games. Collaboratively assign positions and take ownership of team dynamics. Respect others’ boundaries and personal space</p> <p>Self-Management: Set emotional goals during high-stakes games. Recognize and manage uncomfortable feelings related to unsafe situations Demonstrate perseverance and resilience when discussing challenging content. Practice self-care and emotional awareness through reflection</p> <p>Research-Locate age-appropriate resources and hotlines for safety and reporting. Identify school or community-based supports for abuse prevention. Understand laws and policies that protect children (like Erin’s Law itself)</p>	<p>Self-Management Reflect on personal values and how they influence decisions in health and civic action.</p> <p>Affective Skills In order for students to learn backhand and forehand strikes they will need to practice focus and concentration with repetition.</p> <p>Research:Use guided web research to identify signs of trafficking. Compare statistics on trafficking in different communities. Investigate myths vs. facts about organ donation. Analyze case studies or testimonials from youth and families affected by donation.</p> <p>Communication: Present posters explaining safety and reporting tips. Teach peers game rules and strategies. Create and present persuasive campaigns (e.g., posters, PSAs, short speeches) encouraging informed decisions about becoming an organ donor.</p> <p>Social: Support partner skill development through observation and feedback. Participate respectfully in team rotations.</p> <p>Thinking Skills:Use ethical reasoning to explore: “Should teens be able to register as organ donors at 16?”</p>

MCS MYP Grade 8 Physical Education & Health Subject Group Overview

	Statement of Inquiry	Through continuous refinement of skills and health habits, individuals enhance performance, build confidence, and make informed decisions that support lifelong well-being.	Decision-making and physical commitment shape lifelong health outcomes and personal strength.	Awareness of boundaries and responsible action in teams and relationships promotes safety and trust.	Understanding different perspectives and how advocacy works helps people make fair decisions, protect others, and create positive change
	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	Personal & Cultural Expression An inquiry into personal and cultural expression explores the following areas: The ways in which we discover and express ideas, feelings, nature, culture, beliefs and values. The ways in which we reflect on, extend and enjoy our creativity. Our appreciation of the aesthetic (beauty)	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.	Identity is the state or fact of being the same. It refers to the particular features that define individuals, groups, things, eras, places, symbols and styles. Identity can be observed, or it can be constructed, asserted and shaped by external and internal influences.	Creativity is the process of generating novel ideas and considering existing ideas from new perspectives. Creativity includes the ability to recognise the value of ideas when developing innovative responses to problems; it may be evident in process as well as outcomes, products or solutions.	Perspective is the position from which we observe situations, objects, facts, ideas and opinions. Perspective may be associated with individuals, groups, cultures or disciplines. Different perspectives often lead to multiple representations and interpretations.
	Related Concepts	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	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.	Interaction is the result of two or more objects, groups or ideas affecting each other. Interactions can occur in a variety of forms, such as verbally, physically and digitally. Depending on their nature, successful interactions can contribute to improved personal, social and performance outcomes.	Balance is a state of equilibrium between contrasting, opposing, or interacting factors. Balance can occur in many forms, such as the aesthetically pleasing integration of elements in movement routines, the team stability provided by the even distribution of player roles, as a means of judging and deciding upon lifestyle choices, or by placing equal importance on each dimension of health.

MCS MYP Grade 8 Physical Education & Health Subject Group Overview

	Design Cycle Transdisciplinary	<ul style="list-style-type: none">● Movement Skills in Complex Activity Settings● Manipulative Skills● Offensive and Defensive Strategies● Rhythm Sequences - Complex Movement concepts and Skills.● Movement and Strategies for Individual and Team Situations● Improving Performance Critiques● Increasing levels of moderate and vigorous physical activity (MVPA)● MCS Fitness Assessment● Heart Rate to measure Rating of Perceived Exertion (RPE)● Strengthening, Toning, and PE for muscle groups● Personal and Social Behavior in Physical Activity Settings● Value of Physical Activity● Health Promotion and Disease Prevention● Personal Health and Well-Being● Healthy and Unhealthy Relationships● Reduce or prevent injuries and adolescent health occurrences● Influence on Health Behaviors● Health promotion & Disease Prevention● Goal-Setting Skills to Enhance Health	<ul style="list-style-type: none">● Movement Skills in Complex Activity Settings● Manipulative Skills● Offensive and Defensive Strategies● Rhythm Sequences - Complex Movement concepts and Skills.● Movement and Strategies for Individual and Team Situations● Improving Performance Critiques● Increasing levels of moderate and vigorous physical activity (MVPA)● MCS Fitness Assessment● Heart Rate to measure Rating of Perceived Exertion (RPE)● Strengthening, Toning, and PE for muscle groups● Personal and Social Behavior in Physical Activity Settings● Value of Physical Activity● Health Promotion and Disease Prevention● Health Risks associated with alcohol, tobacco, and other drugs usage● Benefits of Personal Health and Well-Being● Validity of Health Information● School Policy, Community and Health● Conflict Management and Resolution Solutions● Demonstrate behaviors that promote personal safety and reduce risk behaviors	<ul style="list-style-type: none">● Movement Skills in Complex Activity Settings● Manipulative Skills● Offensive and Defensive Strategies● Rhythm Sequences - Complex Movement concepts and Skills.● Movement and Strategies for Individual and Team Situations● Improving Performance Critiques● Increasing levels of moderate and vigorous physical activity (MVPA)● MCSFitness Assessment● Heart Rate to measure Rating of Perceived Exertion (RPE)● Strengthening, Toning, and PE for muscle groups● Personal and Social Behavior in Physical Activity Settings● Value of Physical Activity● Describe where to report concerns and seek out help concerning Human Trafficking● Health Risk Behaviors● Prevention of Chronic Disease● Decision Making Skills to Enhance Health● Personal health choices, including organ donation● Advocate for safe and respectful relationships (Erin’s Law)	<ul style="list-style-type: none">● Movement Skills in Complex Activity Settings● Manipulative Skills● Offensive and Defensive Strategies● Rhythm Sequences - Complex Movement concepts and Skills.● Movement and Strategies for Individual and Team Situations● Improving Performance Critiques● Increasing levels of moderate and vigorous physical activity (MVPA)● MCS Fitness Assessment● Heart Rate to measure Rating of Perceived Exertion (RPE)● Strengthening, Toning, and PE for muscle groups● Personal and Social Behavior in Physical Activity Settings● Value of Physical Activity● Health Risks associated with alcohol, tobacco, and other drugs usage● School Policy and State Laws regarding the use, possession, and sale substances● Dynamics of healthy and unhealthy relationships● Identify signs and situations that contribute to Human Trafficking● Health Enhancing Behaviors● Health Advocacy & Health Debate● Understanding consent, (organ donation)● Positive Health Choices● Avoiding Health Risk Behaviors
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MCS MYP Grade 8 Physical Education & Health Subject Group Overview

	<p>MYP Assessments/ Performance Tasks</p>	<p>Common Assessments Title and Criterion:</p> <p>Volleyball skill checklists (serve, bump, set)</p> <p>Fitness journal with goal setting</p> <p>➤ Criterion D – Reflecting and improving performance</p> <p>Summative Performance Tasks:</p> <p>PE: Modified volleyball match assessed with rubric (emphasis on form, effort, and consistency)</p> <p>➤ Criterion C – Applying and performing</p> <p>Health: “Healthy Me” brochure explaining fitness habits and prevention of communicable/noncommunicable diseases</p> <p>➤ Criterion A – Knowing and understanding</p> <p>Strategic Gameplay Focus:</p> <p>Formative: Peer observation during team drills (rotations, strategy calls)</p> <p>Design-your-own warm-up routine</p> <p>➤ Criterion B – Planning for performance</p>	<p>Common Assessments Title and Criterion:</p> <p>Formative Assessments:</p> <p>Draw & explain basketball offensive play ➤ Criterion B – Planning for performance</p> <p>Small-group discussion on substance-related choices ➤ Criterion A – Knowing and understanding</p> <p>Summative Performance Tasks:</p> <p>5v5 Full-Court Basketball Game (Strategic Play Focus)</p> <p>➤ Criterion C – Applying and performing</p> <p>➤ Criterion D – Reflecting and improving performance</p> <p>Debate: "Should athletes be tested for drugs?"</p> <p>➤ Criterion A – Knowing and understanding</p> <p>➤ Criterion B – Planning for performance</p> <p>Layup, dribbling, passing drills</p> <p>Exit tickets on substance facts vs. myths</p> <p>Summative Performance Tasks:</p> <p>PE: 3v3 basketball game (rubric: technique, teamwork, movement)</p> <p>Health: Role-play skit demonstrating refusal strategies and explaining the impact of substances on teen athletes</p>	<p>Common Assessments Title and Criterion:</p> <p>Formative Assessment:. Summative Assessment:</p> <p>Criterion A: Knowing and understanding (personal safety, boundaries)</p> <p>Criterion C: Applying and performing (soccer drills and games)</p> <p>Criterion D: Reflecting and improving performance</p> <p>Formative:</p> <p>Dribbling relay, defensive footwork practice</p> <p>Scenario-based discussions about safe vs. unsafe touch</p> <p>Summative Performance Tasks:</p> <p>PE: Modified 5v5 soccer match with rubric for skill execution and safe play behaviors</p> <p>Health: Create a personal safety plan or "How to Report" infographic tied to Erin’s Law</p> <p>Strategic Gameplay Focus</p>	<p>Common Assessments Title and Criterion:</p> <p>Formative Assessment: Performance Tasks: Formative:</p> <p>Match planning and team roles</p> <p>Mini-research project on global trafficking or donation statistics ➤ Criterion A – Knowing and understanding</p> <p>Summative Performance Tasks:</p> <p>PE: Doubles tournament (rubric assesses strategic movement, communication, and in-game adjustments)</p> <p>Health: Presentation (digital or live): “Youth Can Lead” – advocacy on organ donation and/or human trafficking (graded on clarity, purpose, and evidence)</p> <p>1. PE: Doubles tournament (rubric assesses strategic movement, communication, and in-game adjustments)</p> <p>2. Health: Presentation (digital or live): “Youth Can Lead” – advocacy on organ donation and/or human trafficking (graded on clarity, purpose, and evidence)</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. Learner Tier PE Differentiation Health Differentiation Emerging Shorter drills, technique stations with visuals Sentence starters, hygiene/nutrition cards Developing Partnered tasks, scaffolded goals Guided reflections and SMART goal templates Proficient/Advanced Strategic group roles, advanced drills Design wellness plans with deeper nutrition analysis			