



**Marietta City Schools**  
**2024–2025 District Unit Planner**

*Grade 8 Physical Education & Health*

<b>Unit title</b>	<i>Fitness/ Team Sports 1/ Health</i>	<b>MYP year</b>	3	<b>Unit duration (hrs)</b>	<i>MMS - 40.5</i>
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**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit):** *What will students learn?*

**GaDoE Standards**

**Standards**

[PE 8.1](#), [8.3](#), [8.5.a-e](#) / [HE 8.1a-v](#), [HE 8.3](#), [HE8.5](#), [HE 8.6](#), [HE 8.7](#)

**Concepts/Skills to be Mastered by Students**

**Georgia PE Standards**

- PE 8.1: Demonstrates competency in motor skills and movement patterns.
- PE 8.3: Achieves and maintains a health-enhancing level of physical fitness.
- PE 8.5: Recognizes the value of physical activity for health and enjoyment.

**Georgia Health Standards**

- HE 8.1: Understand health promotion and disease prevention.
- HE8.3: Students will demonstrate the ability to access valid health information and services.
- HE8.5: Demonstrate the ability to use decision-making skills to enhance health.
- HE 8.6: Apply goal-setting strategies to improve health.
- HE 8.7: Practice health-enhancing behaviors and reduce risks.

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	Identities and Relationships - personal, physical, mental, social and spiritual health - Physical, psychological and social development; transitions; health and well-being; lifestyle choices
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.		
Inquiry questions		
<p>Factual— What are the basic techniques for bumping, setting, and spiking in volleyball? What are the components of a balanced meal that supports athletic performance?</p> <p>Conceptual— How does refining technique in volleyball improve overall team performance? In what ways can goal setting and personal health routines contribute to long-term well-being</p> <p>Debatable- Is physical fitness more important than nutrition when trying to improve athletic performance? Should schools place equal emphasis on health education and physical education?</p>		
MYP Objectives	Assessment Tasks	
What specific MYP <b>objectives</b> will be addressed during this unit?	<b>Relationship</b> between summative assessment task(s) and statement of inquiry:	List of common formative and summative assessments.

<p>Criterion A: Knowing and understanding Demonstrate knowledge and understanding of health topics (nutrition, hygiene, goal setting), and explain how these relate to physical performance. Students will explore nutrition and healthy eating options for a middle school student/athletes and journal. Students will understand the importance of vitamins and minerals, and how they supplement their body for maximum</p> <p>Criterion B: Planning for performance Design, explain, and apply plans for personal fitness and volleyball skill development, incorporating feedback and strategic thinking. Students will create a plan which incorporates healthy eating habits, fitness training and social media awareness.</p> <p>Criterion C: Applying and performing Demonstrate refined volleyball techniques (bump, set, spike) and apply learned strategies during game play. Show control, accuracy, and communication.</p> <p>Criterion D: Reflecting and improving performance Reflect on fitness data, personal goals, and volleyball performance. Evaluate how refinements in routine and technique influence overall growth. Students will finalize their overall research with a pamphlet</p>		<p>The summative assessments require students to apply, analyze, and reflect on how skill development, personal routines (hygiene, nutrition), and goal setting contribute to improved athletic performance and personal health. Students demonstrate this through their performance in volleyball gameplay and submission of a health &amp; wellness portfolio that showcases growth and decision-making over the unit.</p> <p>These tasks reflect how refinement (related concept) leads to enhanced performance (volleyball, fitness), better routines (hygiene, nutrition), and increased personal awareness (confidence and informed choices), directly supporting the unit's SOI.</p>	<p>Formative Assessment</p> <p>Skill Practice Log</p> <p>Daily logs documenting volleyball practice focus and feedback.</p> <p>Peer/Teacher Feedback Sheets</p> <p>Observations on passing, setting, and spiking.</p> <p>SMART Goal Graphic Organizer</p> <p>Students create and revise personal fitness or health goals.</p> <p>Health Mini-Quizzes</p> <p>Short quizzes on hygiene, nutrition, and goal setting.</p> <p>Nutrition Label Analysis</p> <p>Students interpret food labels and reflect on choices that impact performance.</p> <p>Summative Assessment Task</p> <p>Volleyball Skills &amp; Strategy Mini-Game</p> <p>Students demonstrate advanced technique, spacing, and in-game decision-making during structured gameplay.</p> <p>Health &amp; Wellness Portfolio</p> <p>Portfolio includes: SMART goal, hygiene plan, nutrition reflection, fitness log (pre/post), and a written reflection on performance and habit refinement.</p> <p>Students present their portfolio highlights and explain their personal growth and challenges to the teacher or small group.</p>
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### Approaches to learning (ATL)

Self management Students will: Maintain routines by following structured warm-ups and volleyball drills. Analyze performance by receiving peer and teacher feedback.

Organization Skills: Set personal and academic goals and evaluate progress. Create and follow effective plans to complete work on time.

Communication: Collaborate strategically in gameplay, lead peer discussions.

Thinking -Analyze nutrition and strategy for performance optimization.

Research: Compare aerobic vs anaerobic exercises and impact on disease prevention. Investigate how teamwork influences immune health (stress reduction, social ties).

Social: Apply dynamic team roles during volleyball rotations (setter, passer). Create verbal strategies during gameplay and adjust based on team feedback.

### Learning Experiences

Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
Volleyball Skill Refinement (MYP Criterion C: Applying and Performing)	Skill stations: bumping, setting, spiking - Partner & small group drills - Modified 3v3 games focusing on rotation and spacing - Peer feedback using checklist	Beginner: Focus on form, consistency, and isolated skill practice with scaffolding (e.g., catching then hitting)
Rotational positions and transitions	Pre/post testing: PACER, push-ups, sit-ups, & sit and reach - Data logging & goal setting - Guided fitness plan creation	Intermediate: Apply skills in structured drills and controlled scrimmages
Offensive and defensive strategies		
Fitness Testing & Tracking (MYP Criteria B & D: Planning and Reflecting)	Create a hygiene checklist for athletes - Role-play: common hygiene mistakes and fixes  End-of-unit self-assessment and action plan	Advanced: Use complex drills with movement and decision-making; peer coaching roles

Personal Hygiene and Health Habits (MYP Criterion A: Knowing and Understanding)  Goal Setting & Self-Reflection (MYP Criterion B & D)		By Readiness & Pace:  Provide task cards with differentiated challenges (various serve types)  Allow flexible grouping (ability or mixed-skill for collaborative tasks)  Incorporate student-created game strategies or mini-rules in modified gameplay  Peer pairing: stronger students model/coach developing students
		Goal templates with sentence stems for emerging writers  Peer conferencing for revision Tiered prompts: "My goal is...", "I will improve by..."
Content Resources		
Physical Education/ Health Grade 8 Schoology Course <a href="http://www.marietta.schoology.com">www.marietta.schoology.com</a> USA Volleyball - Coaches Resources: <a href="https://usavolleyball.org">https://usavolleyball.org</a> OPEN Phys Ed Volleyball Module: <a href="https://openphysed.org">https://openphysed.org</a> Teaching Goal Setting in PE (SHAPE America): <a href="https://www.shapeamerica.org">https://www.shapeamerica.org</a>		

Prior to teaching the unit	During teaching	After teaching the unit
<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> <p>Students generally enter the unit with basic familiarity with volleyball rules and may have some basic skills. Most have prior experience with fitness testing, though many do not fully understand how to analyze results or connect them to personal improvement. In terms of health education, they often know surface-level hygiene habits and nutritional guidelines, but lack depth in applying them to athletic performance or creating wellness plans.</p>	<p>- What difficulties did we encounter while completing the unit or the summative assessment task(s)?</p> <p>Most Students are engaged in volleyball and show enthusiasm when gameplay is included.</p> <p>Many struggle initially with technique refinement and require repetition and modeling.</p> <p>Goal setting is often new or underdeveloped, and students need support turning vague goals into actionable SMART goals.</p> <p>Fitness data analysis is a challenge for students unless guided step-by-step.</p>	<p>- How well did the summative assessment task serve to distinguish levels of achievement?</p> <p>Some students found it difficult to connect fitness and nutrition data to their volleyball performance, especially if they lacked confidence in math or self-assessment.</p> <p>Students needed additional guidance when reflecting on their personal hygiene or SMART goals many reflections remained superficial.</p> <p>Absent students fell behind</p> <p>- How effectively did we differentiate learning in this unit?</p> <p>Flexible grouping: Mixed-ability pairs during peer coaching allowed all students to grow.</p> <p>Choice in fitness focus: Students could target cardio, strength, or flexibility based on their personal data.</p> <p>Health tasks with multiple entry points: Visual supports, real-life scenarios, and open-ended questions accommodated diverse learners.</p>