



Marietta City Schools
2025–2026 District Unit Planner

Grade 7 Physical Education & Health

Unit title	<i>Fitness/Team Sports 2/Health</i>	MYP year	2	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

[PE7.1](#) [PE 7.2](#) [PE7.3](#), [PE7.5](#) [HE 7.1](#) [HE .7.2](#), [HE 7.4](#) [HE 7.8](#)

Concepts/Skills to be Mastered by Students

PE Standards:

PE7.1: Demonstrates competency in a variety of motor skills (basketball).

PE7.2 Applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.

PE7.3: Demonstrates knowledge of movement concepts and principles.

PE7.5: Recognizes the value of physical activity for health and enjoyment.

Health Standards:

HE7.1: Understands health promotion and disease prevention.

HE7.2: Analyzes influences on health behaviors (peer pressure, media).

HE7.4: Demonstrates refusal and negotiation skills to avoid ATOD.

HE7.8: Advocates for personal, family, and community health.

Key concept	Related concept(s)	Global context
<p>Relationships are connections and associations between properties, objects, people, ideas, human community and the world. Any change in relationship brings consequences, small or affecting large</p>	<p>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</p>	<p>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</p>
<p>Statement of inquiry</p>		
<p>The decisions we make individually and as a team impact our personal health and group success.</p>		
<p>Inquiry questions</p>		

<p>Factual</p> <p>What are the short- and long-term effects of alcohol and drugs on a young person’s body and brain? What substances are commonly misused by adolescents, and how are they classified (stimulants, depressants, etc.)?</p> <p>Conceptual</p> <p>How does individual decision-making impact team dynamics and personal well-being? How do peer influences and social environments shape the choices we make on and off the court?</p> <p>Debatable</p> <p>Should student-athletes be held to a higher standard regarding substance use? Can school sports programs reduce the likelihood of drug and alcohol use among teens?</p>

MYP Objectives	Assessment Tasks	
<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>Objective A: Knowing and Understanding Explain physical health and the effects of alcohol, tobacco, and drugs on the body and brain.</p> <p>Objective B: Planning for Performance Design and apply warm-ups, drills, and gameplay strategies.</p> <p>Objective C: Applying and Performing</p>	<p>Through team sports, students experience firsthand how decisions (passing, positioning, communication) affect group success. Similarly, in health, they learn how personal choices (drug/alcohol use) influence relationships and well-being. Both assessments challenge them to reflect on consequences and peer influence.</p> <p>How physical fitness components like agility, endurance, and strength enhance performance.</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</p>

<p>Demonstrate basketball skills such as dribbling, passing, and team defense in controlled settings.</p> <p>Objective D: Reflecting and Improving Performance Reflect on choices made during game play and discussions related to substance use.</p>			<p>➤ 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>
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Approaches to learning (ATL)

<p>Communication Skills</p> <p>Use appropriate physical and verbal communication to collaborate during team play.</p> <p>Share personal strategies for saying “no” to peer pressure related to drugs or alcohol.</p> <p>Social Skills</p> <p>Support teammates with encouragement and constructive feedback during drills and games.</p> <p>Work collaboratively in group scenarios to create ATOD prevention campaigns or role-plays.</p> <p>Self-Management Skills</p> <p>Demonstrate focus, perseverance, and emotional control in competitive basketball games.</p>

Thinking Skills

Analyze how substance use affects physical performance, coordination, and decision-making in sports.

Research Skills

Gather factual information about the impact of drugs, alcohol, and tobacco on the body and athletic performance.

Learning Experiences		
Add additional rows below as needed.		
Objective or Content	Learning Experiences	Personalized Learning and Differentiation
PE7.1 Demonstrate fundamental motor skills in basketball.	7.1 Demonstrate fundamental motor skills in basketball (dribbling, passing, and shooting). Teacher modeling of each skill with progression from individual to partner to team-based drills. 3v3 and 4v4 modified scrimmages focusing on key skill use.	7.1 Peer modeling for visual learners. <ul style="list-style-type: none">❖ Extra practice for emerging learners.❖ Challenge tasks for advanced learners (combo drills defensive positioning).
PE7.3 Understand movement strategies and gameplay decision-making.	7.3 Small-group strategy sessions on positioning and spacing. Pause and Reflect game moments to analyze team decisions.	7.3 Use diagrams/video clips for visual analysis.
PE7.5 Recognize physical activity's benefits.	7.5 Journaling and reflection on how students felt after activity. - Fitness goals set by individual student baseline	<ul style="list-style-type: none">● Allow students to lead a "think-aloud" on decisions.● Assign roles (coach, observer, leader) to build ownership and collaboration.
HE7.1 Understand health promotion and	7.1 Gallery walk of facts on ATOD risks	

		<p>IEP/504 Accommodations: Modify pace, repetition, and complexity. Ensure all physical activity is inclusive and aligned with medical or cognitive support. Provide frequent check-ins and instructions in multiple formats.</p> <p>Language Learners (ELL): Visual cues, simplified language, bilingual supports, sentence frames, and small-group support are embedded into all content areas.</p> <p>High Achievers: Provide opportunities to lead drills, design more complex game strategies, or research real-life case studies linking elite athletes with wellness choices.</p>
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Content Resources

<p>Physical Education/ Health Grade 7 Schoology Course www.marietta.schoology.com www.kidshealth.org, www.nida.nih.gov Canva, Google Slides, Flip (formerly Flipgrid) Video examples of peer pressure refusal techniques Visual and video examples of skill drills</p>
