



Marietta City Schools
2025–2026 District Unit Planner

Grade 8 Physical Education & Health

Unit title	Fitness/Team Sports 2/Health	MYP year	3	Unit duration (hrs)	MMS - 40.5
-------------------	------------------------------	-----------------	---	----------------------------	------------

Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GaDoE Standards

Standards

[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](#)

Concepts/Skills to be Mastered by Students

- The physically educated student demonstrates competency in a variety of motor skills and movement patterns.
- The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance
- The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.
- The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.
- Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Students will demonstrate the ability to access valid information, products, and services to enhance health.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Key concept	Related concept(s)	Global context
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.	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	Identities and Relationships - personal, physical, mental, social and spiritual health - Physical, psychological and social development; transitions; health and well-being; lifestyle choices

	longer periods of consideration; such as choices made in relation to nutrition or fitness development.		
Statement of inquiry			
The choices we make influence our identity, relationships, and long-term health, both on and off the court.			
Inquiry questions			
<p>Factual Questions What are the basic rules, positions, and scoring systems in basketball? What are the short- and long-term effects of alcohol, tobacco, and other drugs on the body and brain?</p> <p>Conceptual Questions How does substance use affect physical performance, decision-making, and teamwork in sports? What role do self-discipline and healthy choices play in becoming a successful athlete and teammate?</p> <p>Debatable Questions Should athletes who use drugs be banned from sports for life? Can participation in sports prevent substance abuse, or does it sometimes increase the pressure to use?</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</p> <p>I. Explain physical and health education factual, procedural and conceptual knowledge</p>	<p>The summative assessments require students to apply basketball skills while making healthy, informed decisions on and off the court.</p> <p>Students reflect on their identity as a player and learner, how their choices affect their performance, and how teamwork and personal responsibility impact outcomes.</p>		<p>Formative Assessment(s):</p> <p>Formative Assessments: 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>II. Apply physical and health education knowledge to analyze issues and solve problems set in familiar and unfamiliar situations.</p> <p>III. Apply physical and health terminology effectively to communicate understanding.</p>		<p>The inclusion of drug and alcohol awareness supports holistic development and aligns with the MYP's emphasis on Identities and Relationships and responsible decision-making..</p>	<p>F</p> <p>F</p>	<p>Summative Performance Tasks: 5v5 Full-Court Basketball Game (Strategic Play Focus)</p> <ul style="list-style-type: none"> ➤ Criterion C – Applying and performing ➤ Criterion D – Reflecting and improving performance <p>Debate: "Should athletes be tested for drugs?"</p> <ul style="list-style-type: none"> ➤ Criterion A – Knowing and understanding ➤ Criterion B – Planning for performance <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>
---	--	---	-------------------	---

Approaches to learning (ATL)

Critical Thinking Sillas Evaluate peer responses during debates on alcohol laws and youth

Strategize defensive/offensive basketball plays and adapt based on opponents.

Organizational Skills In order for students to improve their skills in basketball, students will set goals that are challenging and realistic.

Communication: Use sports cues and non-verbal signals during full-court play.

Present a persuasive argument in a substance prevention debate.

Research: Investigate statistics around vaping and youth athletes. Build evidence to support policy proposals or school campaigns.

Learning Experiences

Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<p>Apply advanced basketball strategies (spacing, zone/man defense, fast break).</p> <p>Create game plans and analyze plays in small teams.</p> <p>Deepen understanding of the social/emotional impact of ATOD (alcohol, tobacco, other drugs).</p> <p>Advocate for healthy living through PSA creation or peer presentation.</p> <p>MYP Objectives:</p> <p>A: Understand rules, strategy, and substance health risks.</p> <p>B: Plan offensive and defensive team strategies.</p> <p>C: Apply tactics in 3v3 or 5v5 gameplay.</p> <p>D: Reflect on gameplay decisions and advocate healthy choices.</p>	<p>Game film analysis or peer game observation checklist.</p> <p>Design a 3v3/ 5v5 offensive and defensive strategy with a team.</p> <p>Scrimmages and peer feedback on spacing, communication, and decision-making.</p> <p>Research and create a poster, PSA video, or skit that educates peers on drug/alcohol risks.</p> <p>Debate or roundtable: “Should athletes be punished for off-field drug use?”</p> <p>Personal reflection: “How do my choices reflect my values as a teammate?”</p> <p>Record heart rate, warm-up routines, and write short reflections on skills and effort.</p> <p>Students monitor own progress, collaborate in rotations, provide peer feedback</p> <p>Students interpret case studies, give verbal/written responses on real-life decisions</p> <p>Teams develop a game plan, adapt tactics during play, and reflect on choices in journals</p> <p>Students will learn how to advocate healthy decisions, citing data and appealing to teen audiences</p>	<p>Beginner (Low strategy experience) Use simplified playbooks or scenario cards with step-by-step guides.</p> <p>Intermediate: Plan strategies with a partner; small-group coaching from a teacher.</p> <p>Advanced: Lead gameplay strategy session; modify plays based on opponents’ weaknesses.</p> <p>ELL Learners: Use roleplay and visual support for skit/PSA presentations.</p> <p>SPED/504: Use flexible formats for performance tasks (written, video, drawing). Provide scripts or sentence frames.</p>

<p>Additionally, to promote physical fitness, coordination, and sportsmanship through active participation in the game.</p>	<p>Learning experiences and teaching strategies Students will participate in cardiovascular activities to continue to show growth and improvement</p> <p>Students can verbally explain the five (5) components of fitness testing. Students will encourage each other to improve their own personal fitness levels</p>	
---	--	--

Content Resources

Physical Education/ Health Grade 8 Schoology Course
www.marietta.schoology.com
<https://www.breakthroughbasketball.com>
<https://www.peuniverse.com>
<https://www.cdc.gov/alcohol>, <https://www.cdc.gov/tobacco>)

