



Marietta City Schools
2025–2026 District Unit Planner

Grade 8 Physical Education & Health

Unit title	<i>Fitness/Team Sports 3/Health</i>	MYP year	3	Unit duration (hrs)	<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

[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](#)

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 use decision-making skills to enhance health.
- Students will demonstrate the ability to use goal-setting skills to enhance health.

Key concept	Related concept(s)	Global context
Relationships are the connections and associations between properties, objects, people and ideas— including the human community’s connections with the world in which we live. Any change in relationship brings consequences—some of which may occur on a small scale, while others may be far-reaching, affecting large networks	Safety refers to the ability to recognize, assess, and respond to risks in order to prevent harm or injury. In physical and health education, safety involves following rules, using proper techniques and equipment, creating supportive environments, and making informed decisions that protect one’s physical, emotional, and social well-being.	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.

and systems such as human societies and the planetary ecosystem		
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Statement of inquiry		
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Creative physical expression can promote self-awareness, teamwork, and safety when navigating personal boundaries and social interactions.		
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Inquiry questions		
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<p>Factual—</p> <p>What are the basic safety rules in soccer? What are examples of personal boundaries?</p> <p>Conceptual—</p> <p>How do fair play and respect influence relationships in sports and in daily life? How does understanding personal boundaries contribute to emotional and physical safety?</p> <p>Debatable-</p> <p>Should students be required to learn about personal safety and abuse prevention in school? Does winning matter more than maintaining respectful relationships with opponents?</p>		
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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>
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<p>Objective C: Applying and Performing</p> <p>Criterion A: Knowing and Understanding: Students explore and identify basic soccer skills, safety concepts, and body boundaries.</p> <p>Criterion B: Planning for Performance: Students design a movement composition (routine) using soccer elements.</p> <p>Criterion C: Applying and Performing Students demonstrate teamwork, soccer skills, and their composition performance.</p> <p>Criterion D: Reflecting and Improving Performance</p> <p>Students reflect on how movement promotes body awareness, expression, and personal safety.</p>	<p>Diagnostic assessment/task:</p> <p>PE/Health Formative #1</p> <p>PE/Health Common Formative #2</p> <p>PE/Health Summative Assessment</p>	<p>The summative assessments—the 5v5 Soccer Performance Assessment and the Personal Safety Infographic (Erin’s Law)—directly support the Statement of Inquiry. Both tasks highlight how teamwork and relationship-building influence individual and group success. Through gameplay, students practice managing emotions, respecting personal space, and recognizing how interactions on the field mirror real-life social dynamics.</p> <p>This aligns with the SOI because students use creative physical expression (movement, strategy, and gameplay) to build self-awareness and strengthen safe, positive interactions with others.</p> <p>In the infographic task, students identify key safety concepts, including personal boundaries, warning signs of unsafe situations, steps to stay safe and self-advocate, and the role of trusted adults or support systems.</p> <p>This reinforces the SOI by helping students understand how awareness of boundaries and safety leads to healthier, more respectful relationships. Students think creatively as they design their visual message, applying many of the same communication and interpersonal skills they use in soccer.</p>		<p>Formative Assessments</p> <p>Formative:</p> <p>Dribbling relay, defensive footwork practice checklist</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>
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Approaches to learning (ATL)

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

Discuss uncomfortable safety topics using sentence stems and protocol. Lead small group reflections around respecting boundaries.

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

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

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)

Learning Experiences

Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Demonstrate dribbling, passing, trapping, and shooting with control and accuracy. ● Apply offensive and defensive strategies in modified gameplay. ● Communicate effectively with teammates to maintain fair and safe play. ● Demonstrate responsibility and sportsmanship that supports healthy relationships. <p>Health (Erin’s Law) Objectives</p> <p>Students will be able to:</p> <p>Identify safe, unsafe, and confusing touches or situations.</p> <p>Explain the importance of personal boundaries and consent.</p>	<ol style="list-style-type: none"> 1. Dynamic Warm-Up Relay Students rotate through dribbling and agility stations (cones, ladders, quick feet). <i>Focus:</i> Coordination, readiness, communication. 2. Partner Skill Drills <ul style="list-style-type: none"> ○ Passing through cones ○ Give-and-go drill ○ Shielding challenge <i>Focus:</i> Skill refinement + immediate feedback. 3. 3v3 or 5v5 Small-Sided Games Students apply strategies with positions and limited touches to encourage teamwork. <i>Focus:</i> Decision-making, spacing, communication. 4. Team Strategy Huddles Before each round, teams discuss how to improve their transitions or spacing. <i>Focus:</i> Collaboration + leadership. 5. Communication Cue Challenge Students must use at least 3 positive communication cues during gameplay or lose 1 point. <i>Focus:</i> Respect, clear dialogue, social awareness. 	<p>*Modify teaching strategies to meet the needs of diverse learners.</p> <p>Peer demonstrations/partner with stronger skill levels *Adjust the pace to fit individual learners</p> <p>504 and IEP-All physical activities will be modified accordingly as required by each student's particular IEP and/or 504.</p> <p>Repeated direction, paraphrasing and summarizing, check for comprehension, visual demonstration.</p>

<p>Describe how to report unsafe situations to a trusted adult.</p> <p>Analyze how fairness, respect, and healthy communication apply to personal relationships.</p>	<p>(Erin's Law Focus)</p> <ol style="list-style-type: none"> 1. Scenario Sorting Cards Students sort cards into: <ul style="list-style-type: none"> ✓ Safe ✓ Unsafe ✓ "Tell an Adult" <p><i>Focus:</i> Understanding boundaries and red-flag situations.</p> 2. Role-Play Mini-Skits Students practice assertive communication using prompts like: <ul style="list-style-type: none"> ○ "I don't like that." ○ "Stop, I need space." ○ "I'm telling an adult." <p><i>Focus:</i> Using safe, confident language.</p> 3. Trusted Adult Mapping Students create a "support circle" listing at least 3 adults they can go to for help. <i>Focus:</i> Building support awareness. 4. Personal Safety Infographic Creation Students design a digital or paper infographic showing: <ul style="list-style-type: none"> ○ What is a boundary ○ Warning signs ○ How to report ○ School/community resources 	
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Content Resources

Physical Education/ Health Grade 8 Schoology Course

www.marietta.schoology.com

Physical Education/ Health Grade 8 Schoology Course

- GaDOE Erin's Law 8th Grade Toolkit
- PE Central soccer strategy resources
- Creative expression templates: storyboard planners, visual symbolism guides
- Music/sound system, cones, video camera or tablets (if needed)