



Marietta City Schools
2025–2026 District Unit Planner

Grade 7 Physical Education & Health

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

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

GaDoE Standards

Standards

[PE 7.1c-d](#) / [7.2a-c](#) / [7.3h-k](#) / [7.4a-c](#) / [7.5a-c](#) / [HE 7.5](#) / [HE 7.6](#)

PE7.1: Demonstrates competency in a variety of motor skills and movement patterns.

PE7.3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

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

HE7.2: Analyze the influence of family, peers, culture, media, and technology on health behaviors.

Erin's Law: Instruction on personal body safety, recognizing unsafe situations, and how to seek help.

Concepts/Skills to be Mastered by Students

- Motor Skills
- Movement Patterns
- Rhythm Sequences
- Concepts and Principles of Movement and Performance
- Health-Enhancing Level of Physical fitness and activities
- Dynamic Stretching
- Strength and Endurance Training
- MCS Fitness Goals
- Personal and Social Behavior in Physical Activity Settings
- Value of Physical Activity
- Describe where to report concerns and seek out help concerning Erin's Law
- Enhancing Health with Decision-Making Skills

<ul style="list-style-type: none"> • Healthy and Unhealthy Relationships • Personal Health Goal-Setting Skills 		
Key concept	Related concept(s)	Global context
<p>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 and systems such as human societies and the planetary ecosystem</p>	<p>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.</p>	<p>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</p>
Statement of inquiry		
<p>Creative physical expression can promote self-awareness, teamwork, and safety when navigating personal boundaries and social interactions.</p>		
Inquiry questions		
<p>Factual</p> <p>What are the basic rules and positions in soccer?</p> <p>What are the warning signs of unsafe situations or personal boundary violations?</p> <p>Conceptual</p> <p>How do movement and rhythm help convey emotions and ideas in physical performance?</p> <p>How does understanding personal space and boundaries affect how we interact in sports and life?</p> <p>Debatable</p> <p>Should students be required to learn about abuse prevention in physical education?</p>		

Is teamwork more important than individual skill in movement and sports performance?

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>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>The summative assessment evaluates students' ability to apply teamwork, strategy, and technical skills in soccer, directly aligning with the statement of inquiry. By assessing dribbling, passing, shooting, and game awareness, students demonstrate personal growth and collaboration. The self and peer assessments further reinforce reflective learning and teamwork, ensuring that students recognize the value of strategic play both in sports and in broader life experiences.</p>	<p>Dribbling and Passing Relay: Students complete timed obstacle courses involving dribbling and passing.</p> <p>Safety Scenario Sort: ➤ Students review various social scenarios and categorize them as safe, unsafe, or reportable.</p> <p>Summative Tasks 5v5 Soccer Game ➤ Students will participate in modified soccer games and are assessed on basic gameplay skills like dribbling, spacing, and teamwork (<i>Criteria C & D</i>).</p> <p>Personal Safety Infographic or Create a "Safety Steps" guide aligned to Erin's Law ➤ Students will design an infographic that outlines ways to set personal boundaries and where to seek help. The project must include symbols, contact information, and safety tips (<i>Criteria A & B</i>).</p> <p>Criterion A: Knowing and Understanding ➤ Students explore and identify basic soccer skills, safety concepts, and body boundaries.</p> <p>Students reflect on how movement promotes body awareness, expression, and personal safety. Criterion B: Planning for Performance Evaluate: Peer/share-out</p>

<p>Criterion D: Reflecting and Improving Performance</p> <p>Students reflect on how movement promotes body awareness, expression, and personal safety.</p>			
--	--	--	--

Approaches to learning (ATL)

Communication - Give and receive meaningful feedback.
 Use appropriate nonverbal and verbal communication.
 Express thoughts clearly and creatively.
 Peer feedback during skill drills and performances

Collaborative creation of movement compositions Practice strategies to overcome distractions.
 Apply existing knowledge to generate new understanding -
 Group soccer challenges and strategy planning. Building respectful behavior during safety discussions

Self-Management- Manage time and tasks effectively.
 Demonstrate perseverance and resilience
 Meeting deadlines for choreography planning
 Managing emotions during high-pressure soccer activities
 Reflecting on choices related to personal safety and advocacy

Critical Thinking - Evaluate evidence and arguments , Consider multiple perspectives, interaction scenarios
 Reflection Consider ethical, cultural, and environmental implications
 group contributions and leadership

Critical Thinking - Evaluate evidence and arguments
 Consider multiple perspectives,
 interaction scenarios

Reflection Consider ethical, cultural, and environmental implications
 group contributions and leadership

--

<p><u>Learning Experiences</u></p> <p>Add additional rows below as needed.</p>

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<p>Students will understand the importance of health and wellness</p> <p>Skill Development: Improve dribbling, passing, shooting, and defensive techniques in soccer.</p> <p>Teamwork & Communication: Foster collaboration and effective communication on the field.</p> <p>Game Strategy: Understand offensive and defensive strategies to enhance game awareness.</p> <p>Decision-Making: Develop quick and effective decision-making skills during gameplay.</p> <p>Sportsmanship & Reflection: Promote fair play, self-assessment, and constructive peer feedback.</p> <p>Physical Fitness: Enhance agility, coordination, and endurance through soccer activities.</p> <p>Understand the benefits of being active through lifetime sports and examining both strengths and weaknesses.</p> <p>Teaching Strategies: Inquiry-based learning through problem-solving activities. Peer teaching and coaching opportunities.</p>	<p>Fundamentals of Soccer Learning Experiences: Warm-ups: Dynamic stretches and footwork drills. Skill Development: Dribbling, passing, and trapping techniques. Group Activity: Passing in pairs and small group rondos. Turn-and-Talk: Why is ball control important in soccer?</p> <p>Game Play: 3v3 4v4, etc. mini-games to apply basic skills. Teaching Strategies: Direct instruction with demonstrations. Guided practice with peer feedback. Use of video analysis to show correct technique.</p> <p>Teamwork & Strategy Learning Experiences: Warm-ups: Coordination drills and agility ladders. Skill Development: Positioning, movement without the ball, and basic tactics. Group Activity: 4v4 small-sided games with a focus on passing sequences. Turn-and-Talk: How does teamwork improve</p> <p>Game Play: Scrimmages with assigned roles and rotating positions. Teaching Strategies: Cooperative learning through small-group tasks. Think-pair-share discussions on strategy. Teacher-led questioning to encourage reflection.</p> <p>Applying Skills in Competitive Play Learning Experiences: Warm-ups: Soccer-related relay races. Skill Development: Shooting techniques, defensive skills, and game strategies.</p>	<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>

Video review of student gameplay for self-assessment.	Group Activity: Defending drills and shooting accuracy challenges. Turn-and-Talk: "What makes a great soccer player: skill or strategy?" Game Play: Full-sided scrimmages with peer coaching.	

Content Resources

Physical Education/ Health Grade 7 Schoology Course

www.marietta.schoology.com

- GaDOE Erin's Law 7th 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)