

# MS PE Football

Content Area: **Health & Physical Education**  
Course(s): **Health I**  
Time Period: **September**  
Length: **1**  
Status: **Published**

## Unit Overview:

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The Touch Football Unit will teach the students the history and basic rules and techniques to play the game of football. Students will learn how to properly throw and catch a football. They will learn the names of positions that apply to the sport of football. They will be taught effective strategies that will enhance their chance of being successful during the unit. The Touch Football Unit will allow the students to stay active throughout the period.

## Essential Questions:

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1. When trying to catch a ball below your waist, how do you put your hands together to be most successful to try and catch a ball.
2. When trying to catch a ball above your waist, how do you put your hands together to be most successful to try and catch a ball.
3. Who was considered the father of "American" football?
4. What is the down and distance to get a first down?
5. What does the term "line of scrimmage" mean?
6. What is the term used if a defender crosses the "Line of Scrimmage" before the ball is snapped?
7. How can the defense regain possession of the ball in a football game?

## Enduring Understandings:

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1. When catching a ball above your waist, you should put your thumbs and pointer fingers together to make a diamond shape. When catching a ball below your waist, you should overlap your pinky's. This will allow you to catch the ball with more success.
2. Walter Camp was considered the father (creator) of football.
3. In a regulation football game, you have 4 downs to go 10 yards for a first down.
4. The line of scrimmage is an imaginary line that neither the offense or defense can cross until the ball is snapped.
5. If the offensive player crosses the line of scrimmage before the ball is snapped, that is considered a false

start. If the defensive player crosses the line of scrimmage before the ball is snapped it is called off-sides or encroachment. Both are penalties.

6. The defense can get the ball back a few different ways: fumble recovery, interception, turnover on downs. In PE class there are no fumbles or stripping of the ball.

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### **Standards/Indicators/Student Learning Objectives (SLOs):**

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HE.6-8.2.2.8.MSC.1	Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
HE.6-8.2.2.8.MSC.6	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
HE.6-8.2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.  Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.

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### **Lesson Titles:**

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Lesson 1. Intro to Football (History of Sport)

Lesson 2. Proper throwing and catching techniques/mechanics

Lesson 3. Running different pass routes

Lesson 4. Learning proper formation to play a game (offense/defense and line of scrimmage)

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### **Career Readiness, Life Literacies, & Key Skills:**

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TECH.9.4.2.CI	Creativity and Innovation
TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
TECH.9.4.2.CT	Critical Thinking and Problem-solving  Brainstorming can create new, innovative ideas.  Different types of jobs require different knowledge and skills.  Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.  Career planning requires purposeful planning based on research, self-knowledge, and informed choices.

## Inter-Disciplinary Connections:

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SCI.MS.PS3.A

Definitions of Energy

SCI.MS.PS3.B

Conservation of Energy and Energy Transfer

## Equity Considerations

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### Amistad Mandate

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Topic: Racism in Sports

Materials Used: <https://www.nbcnews.com/news/world/english-soccer-has-been-blighted-racism-also-leads-charge-against-n1274180>

Addresses the Following Component of the Mandate: There are implicit biases and stereotypes across all sports, especially soccer. This article shares how a black soccer player was criticized for playing the sport and mocked when making mistakes in games, regardless of the skills that got him to the professional level.

- Amistad
- Contributions of African Americans to our society
- Slavery in America
- Vestiges of slavery in this country

### Holocaust Mandate

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Topic: Equal pay for women in sports.

Materials Used: <https://www.nytimes.com/2022/02/22/sports/soccer/us-womens-soccer-equal-pay.html>

Addresses the Following Component of the Mandate:

- Bias
- Bigotry
- Bullying
- Holocaust studies
- Prejudice

## LGBTQ and Disabilities Mandate

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Topic (Person and Contribution Addresses): LGBTQ players in sport and the Stigmas they carry

Materials Used: <https://www.nbcnews.com/think/opinion/first-openly-gay-nfl-player-carl-nassib-could-be-turning-ncna1271896>

Addresses the Following Component of the Mandate: The first openly gay man to actively play for the NFL at the time of coming out was not until 2021.

- Economic
- Political
- Social

## **Climate Change**

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<https://www.commonwealthfund.org/publications/explainer/2022/may/impact-climate-change-our-health-and-health-systems>

This article shares the importance of being aware of climate change as it relates to physical and mental health. Being in good health, and being able to adapt to ever-changing weather conditions is a key part of living and long, healthy life.

## **Asian American Pacific Islander Mandate**

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Topic (Person and Contribution Addresses): Younghoe Koo, Asian American NFL field goal kicker.

Materials Used: [https://www.espn.com/nfl/story/\\_/id/30588259/how-younghoe-koo-career-went-nfl-nightmare-pro-bowl](https://www.espn.com/nfl/story/_/id/30588259/how-younghoe-koo-career-went-nfl-nightmare-pro-bowl)

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

## **Benchmark Assessment**

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Writing prompt

Skills based assessment

Reading response

## **Alternative Assessments**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## **Summative Assessment:**

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- Alternative Assessment
- Benchmark
- Marking Period Assessment

## **Resources & Materials:**

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Written:

Football Unit Study Guide (History & Rules)

Football Unit Packet

Equipment:

Footballs (Different types depending on level of student)

Cones

## **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:**

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1. The students will be able to execute proper technique of throwing, catching and kicking the football.
2. The students will be able to explain the rules for both regular football and PE football.

3. The students will be able to produce different plays (running routes) to be more successful during game play.
4. The students will be able to implement the rules to play games against classmates.
5. The students will be able to recall facts from their Study Guide to be successful on the written assessment.

### **Formative Assessment:**

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- Anticipatory Set
- Closure
- Warm-Up (dynamic)

### **Modifications**

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### **ELL Modifications:**

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- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

### **IEP & 504 Modifications:**

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\*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments

- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

## **G&T Modifications:**

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- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

## **At Risk Modifications**

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The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule

- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

## **Technology Materials and Standards**

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TECH.8.1.8

Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

## **Computer Science and Design Thinking Standards**

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