Unit 05: Flag Football

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **Week 6**
Length: **3 Weeks**
Status: **Published**

Unit Overview

During this unit, the students will learn the rules, regulations, key terms, boundaries of the field, positions, and strategies to play the game of flag football. Teamwork and sportsmanship will be emphasized.

Standards

Essential Questions

1. What are some advantages that sportsmanship and teamwork have during team competition?

2. How can participation and team activities contribute to the development of social and cultural awareness?

3. How does one use motor skills to stay active?

4. Why is it important to maintain balance and control while moving through space?

Application of Knowledge and Skills...

Students will know that...

- 1. Key Vocabulary terms related to flag football- first down, punt, pass, hand-off, defense, offense, interference, touchdown, quarterback, receivers, downs of play, penalty
- 2. The difference between offense and defense
- 3. The equipment needed for flag football
- 4. The basic rules of football
- 5. How to hold the football while throwing and catching

Students will be able to...

- A. Describe the importance of holding the ball correctly while throwing
- B. Run pass patterns
- C. Play lead-up games to help teach offense and defense and how to pull flags (side-line football, keep-away, flag tag, and scooter football)
- D. Discuss the importance of playing together as a team
- E. Control the football game among themselves
- F. Participate in a football league following the rules of football

Assessments

- Unit Test Summative: Written Test A written test on flag football. 2.5.6.A.1-3, 2.5.6.B.1-2, 2.5.6.C.1-3, 2.6.6.A.1-3,5,6
- Participation & Effort Formative: Other visual assessments 2.5.6.A.1-3, 2.5.6.B.1, 2.5.6.C.1-3

Activities

Mini-lessons based on skill level

Allow students to throw from various distances

Specialized equipment- footballs with hand prints to help students properly grip the football

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
    - Modifications & accommodations as listed in the student's IEP
    - Assign a peer to help keep student on task
    - Modified or reduced assignments
    - Reduce length of assignment for different mode of delivery
    - Increase one-to-one time
    - Working contract between you and student at risk
    - Prioritize tasks
    - Think in concrete terms and provide hands-on-tasks
    - Position student near helping peer or have quick access to teacher
    - Anticipate where needs will be
    - Break tests down in smaller increments
- Content specific modifications may include:
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    - Mini-lessons based on skill level
    - Allow students to throw from various distances
    - Specialized equipment- footballs with hand prints to help students properly grip the football

Differentiation for ELL's:

- General modifications may include:
  - Integrate activities into thematic units
  - tap the student's prior knowledge and experience, which may be different from other students in the class
  - teach learning strategies and scaffold complex texts
  - organize students into a variety of learning groups
  - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: first down, punt, pass, hand-off, defense, offense, interference, touchdown, quarterback, receivers, downs of play, penalty

Differentiation to extend learning for gifted students may include:

- Mini-lessons based on skill level
- Allow students to throw from various distances

Integrated/Cross-Disciplinary Instruction

Social Studies- History of the game

Health- Safety, muscle warm-up

Resources

PeCentral.com

Teachphysed.com

Hometeamsonline.com

Nfl.com

Ncaa.org

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.