

Football Cycle 3

Content Area: **Physical Education**
Course(s):
Time Period: **Full Year**
Length: **2 Weeks**
Status: **Published**

Football Cycle 3

Unit Rationale

Essential Questions

Rules and regulations have an impact on the health and safety of participants.

There is a progression of activity that will improve each component of fitness and skill level.

Mentally preparing for a game or activity can help with performance.

Pre-Assessments

Instructional Plan

Students will be able to:

1:

- Employ strategies to improve communication and listening skills and assess their effectiveness.

2:

- Employ strategies to improve communication and listening skills and assess their effectiveness.
- Play a modified game of football.

3:

- Play a modified game of football.
- How to evaluate personal participation as a leader and a follower.

4: Guided Day:

- There is a progression of activity that will improve each component of fitness and skill level.
- Play a modified game of football.

Activity/Student Engagement: (Danielson 1a,e,f;3a,b,c,d,e)

Instructional Day 1-

1. Warm up as group/ Roll call
2. Play Flag football
 - Observe students Utilize passing and catching Skills
4. Closing Activity Q & A

Instructional Day 2-

1. Warm up as group/ Roll call
2. Play Flag football
 - Observe students skills- Throw, catch a football, stance, offensive positioning, defensive positioning, rules and regulations, kicking a football, pass patterns
3. Closing Activity Q & A

Instructional Day 3-

1. Warm up as group/ Roll call
2. Play Flag football
 - Observe students skills- Throw, catch a football, stance, offensive positioning, defensive positioning, rules and regulations, kicking a football, pass patterns
3. Closing Activity Q & A

Guided day –

1. Warm up as group/ Roll call

Fitness testing-

1. Each test will be administered
 - a. Mile run
 - b. Sit ups
 - c. Pull ups
 - d. Sit and reach- Baseline Test for SGO
 - e. Shuttle run
2. Students will perform to their best ability
3. Scores will be calculated

Walking, Basketball courts, back fields-

1. Students will have a choice of:
 - Walking
 - Basketball courts- 5v5, 3v3, Knockout, around the world, TAPS
 - Backfields- Flag football or Frisbee
1. Observation of students participation

It will be a half day schedule

We will be offering the students free choice.

1. Warm up as a group/roll call
2. Students will begin activities
 - Medic, Walking, Basketball, Tennis, Flag football
1. Students will perform to their best ability

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next

day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

Integration of Diversity, Equity and Inclusion, Climate Change, Informational and Media Literacy

see crosswalk

New Jersey Student Learning Standards: Content Area

HE.9-12.2.2.12.LF.1	Apply and share a movement and physical fitness vocabulary that is intrinsic to mot
HE.9-12.2.2.12.LF.2	Develop a sense of openness and willingness when participating in physical fitness ;
HE.9-12.2.2.12.LF.3	Examine building to a level of fitness to successfully participate in a range of differer
HE.9-12.2.2.12.PF.2	Respect and appreciate all levels of ability and encourage with care during all physic
HE.9-12.2.2.12.MSC.4	Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and

Integration of Career Readiness, Life Literacies and Key Skills

CS.9-12.8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the p
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Integration of Computer Science and Design Thinking

TECH.K-12.P.1	Act as a responsible and contributing community members and employee.
TECH.K-12.P.6	Model integrity, ethical leadership and effective management.

Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math

ELA.SL.PE.9–10.1.B

Collaborate with peers to set rules for discussions (e.g., informal consensus, taking
develop clear goals and assessment criteria (e.g., student developed rubric) and ass

21st Century Life and Career

CAEP.9.2.12.C.3

Identify transferable career skills and design alternate career plans

CAEP.9.2.12.C.9

Analyze the correlation between personal and financial behavior and employability.