Oct. Gr. 3-5 Football

Content Area: **P.E.**
Course(s):
Time Period: **October**
Length: **2-3 weeks**
Status: **Published**

Unit Overview

This unit teaches the vocabulary terms and skills needed to play lead up games of fooball.

Enduring Understandings

Lifelong fitness is a goal that is achieved by developing skills that allow us to engage in a variety of sports in a safe and enjoyable manner.

Essential Questions

What are the vocabulary terms in football a person must know in order to play the game?

What are the rules for playing football?

How do you play football safely?

Instructional Strategies & Learning Activities

Skills Covered:

1. Passing

-Grip

-Body Positioning

-Throwing Motion

-Follow-Through

2. Catching/Receiving

-Tucked Position

-Chest High(Thumbs together(diamond)

-Below Chest (pinkie fingers together)

3. Route Running

-Slant, Post, Fly, In, Out

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Lesson 1:

Objective	Activity	Footballs, Cones	Assessment
Students will learn/review/demonstrate the ways to throw and catch the football.	Go over to the correct cues to catching and throwing the football. Have students pair up and practicing throwing and catching the ball using the correct cues. Start at a short distance and then move to a medium distance then a longer distance. Students will practice throwing and catching from their comfortable distance. Then have students run and catch the ball on the move.		Guided Practice Teacher will observe the students and make sure students are participating in a safe and fair manner.

Lesson 2:

Objective	Activity	Footballs, Cones	Assessment:
Students will demonstrate how to throw and catch a football properly. Students will play a game called quarterbacks and wide receivers. Students will be demonstrating throwing, catching, and defense.	QB and WR Students will be grouped into pairs and shown the proper way to catch and throw a football. Students will then practice with a partner the correct way of throwing and catching. Students will start at a short distance and gradually move back as they feel comfortable. Students will play a game called QBs and WRs. The game will have 2 teams. QBs		Teacher will observe the students and make sure students are participating in a safe and fair manner. Following instructions, using correct cues for each skill.

	will have to throw to the WRs. When the WRs catch the ball they will then become another QB. The team that has all their players become QBs first, wins.		

Lesson 3 and 4

Objective Students will practice throwing and catching a football. Students will play in a lead up game for football. Skills focused: Throwing, passing, teamwork, and defense.	Activity 4 down football 1 and 2 Before the games begin, teachers will review different routes with the students in order to get open and create space between the defender and themselves. Students will play in a lead up game called 4 down football. Students will be broken down into teams. Each team will get a chance to score using 4 downs(tries) while the other team plays defense. Defenses will tag the person with the ball to stop them from running.	Footballs, Cones.	Assessment Teacher will observe the students and make sure students are participating in a safe and fair manner. Guided Practice, Following instructions, being prepared.

Lesson 5

Objective Students will demonstrate the correct way to catch a football while running the correct routes.	Activity Catching Test Students will tell the teacher which route they would like to run. In order to successfully complete the test(pass or fail), the student has to make the catch after running the correct route(effectively).	Equipment Footballs, gradebooks.	Assessment: Are the students running the route they chose effectively? Does the student catch the ball using the cues we taught?

Integration of Career Readiness, Life Literacies and Key Skills

Students will apply 21st century skills through teamwork.

9.4.2.CI	Creativity and Innovation
9.2.5.CAP	Career Awareness and Planning
	Brainstorming can create new, innovative ideas.
	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
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).
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.2	Identify how you might like to earn an income.
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Technology and Design Integration

Video clips of skills and game play may be used.

Interdisciplinary Connections

CCSS.ELA-Literacy.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.

- Product – how the student will demonstrate understanding of the content.
- Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Students will be able to choose the size ball for their comfort level.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

Physical and learning accommodations based on individual IEP's will be closely monitored.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

Teacher observation and recording growth milestones.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

See notes in the Instructional Strategies and Learning activities section.

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Successful completion of the catching test.

Instructional Materials

Football equipment

Teacher designed instructional materials

Video clips

Standards

2.2.5.MSC.1	Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
2.2.5.MSC.3	Demonstrate and perform movement skills with developmentally appropriate control in

	isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
2.2.5.MSC.4	Develop the necessary body control to improve stability and balance during movement and physical activity.
2.2.5.MSC.5	Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
2.2.5.MSC.6	Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
2.2.5.MSC.7	Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
2.2.5.LF.1	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
2.2.5.LF.2	Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
2.2.5.LF.3	Proactively engage in movement and physical activity for enjoyment individually or with others.