Oct. Football Grade 6

Content Area: **P.E.**
Course(s):
Time Period: **October**
Length: **4-5 Weeks**
Status: **Published**

Unit Overview

This unit teaches the vocabulary terms and skills needed to play the basic game of football.

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 to be covered in the Football unit:

1. Passing

-Grip

-Body Positioning

-Throwing Motion

-Follow-Through

1. Catching/Receiving

-Tucked Position

-Chest High(Thumbs together(diamond)

-Below Chest (pinkie fingers together)

1. Snapping

-Regulation Snap

-Side Snap

1. Route Running

-Slant, Post, Fly, In, Out

1. Offensive & Defensive Strategies

-Design Plays

Lesson 1:

Objective:	Activity:	Equipment	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 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.	Footballs, Cones	Teacher feedback to students on their throwing and catching the ball.

Lesson 2:

Objective	Activity	Equipment	Assessment
Students will learn their teammates and come up with team name. Students will	Students will be broken off into teams. Once teams are made, students will come up with a team name, captain, co-captain and score keeper for the	Footballs, Cones. Index cards, pencils. Rules handout	Completion of index cards. Game to go over rules.

understand the rules of the football unit.	team. Captains are responsible for any questions about the rules and responsible for reporting scores. Co-Captains help with equipment and fill-in for Captains when they are absent. Score Keepers record the scores on their scorecards. Students will review rules handout with their team and then play game going over the rules.		

Lesson 3

Objective	Activity	Equipment	Assessment
Students will learn how to snap the ball(both ways). Students will learn different routes to run on offense in order to create separation from the defense.	Teachers will demo the two ways to snap a football. Teachers will demo each route they would like the class to practice with their teams. Teams will conduct a practice with all students getting a chance to be QB, WR and Center.	Footballs	Completion of routes and snapping drills. Teacher feedback on route running and snapping.

Lesson 4

Objective:	Activity	Equipment	Assessment
Students will be able to select the teams they are going against, set-up their games, report to their fields and use the skills they learned in previous classes in a game setting.	At the start of each football lesson the teachers will demonstrate different offensive and defensive strategies for teams to use. Students will put pinnies on. Captains will discuss which teams they will play and the field location. Captains will discuss strategies with their team and report to the field they decided on. Students will practice skills learned in previous classes in their team practice.	Footballs Pinnies Pencils Index cards	Students will be evaluated on their performance with their teams which includes team work, communication, organization, and incorporating skills learned in previous classed. Students will also complete index cards at the end of class about their game.

	Students will play their games and use the skills taught in previous classes. At the end of the game teams will get together with score keepers to figure out who scored. Score keepers will record the scores on their score cards.		

Lesson 5

Objective: Students will incorporate team strategy for offense and defense.	Activity Before students break off into their teams, the teachers will go over offense and defensive strategies with the class. Talk about when to punt and when to go for it. Also talk about the spacing of the routes and how to defend them. Students will discuss what type of game plan they want to have for today's game. What worked last game and what did not? What can they practice to improve it? Students will play their games and use the skills taught in previous classes. At the end of the game teams will get together with score keepers to figure out who scored. Score keepers will record the scores on their score cards.	Equipment Footballs Pinnies Pencils Index cards	Assessment Students will be evaluated on their performance with their teams which includes implementation of game plan, team work, communication, organization, and incorporating skills learned in previous classed. Students will also complete index cards at the end of class about their game.

Lesson 6

Objective Students will complete	Football test:	Equipment	Assessment: Completion of the

a throwing test demonstrating what they have learned over the course of the football unit.	Students will be called up to take the throwing test. In order to gain points students will throw the ball using the correct cues to a distance of their choice with accuracy. Distances will be predetermined but students will have the choice as to which they want to throw to.	Hoops Footballs Cones	football test.

Integration of Career Readiness, Life Literacies and Key Skills

Students choose the various responsibilities for the game play and record accordingly. Students must exhibit responsibilities of safe environment, care for equipment, and cooperative skills to safely and fairly participate in game play.

9.2.8.CAP	Career Awareness and Planning
9.4.8.CI	Creativity and Innovation
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.CT	Critical Thinking and Problem-solving
	Multiple solutions often exist to solve a problem.
	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
9.2.8.CAP.15	Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.
9.4.8.GCA	Global and Cultural Awareness
	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Technology and Design Integration

Video streaming of appropriate techniques and skills for individual and team participation in the game of football.

Interdisciplinary Connections

Students will be introduced to sport specific terminology and be able to demonstrate accurate use of vocubulary terms in a summative assessmentand express appropriate use of terms during game play.

LA.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.6.1.B	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
LA.SL.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
LA.SL.6.1.D	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CCSS.ELA-Literacy.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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:

Choices will be offered for students to match skill set and confidence levels with positions played.

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 clossely 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

Additional Benchmarks used in this unit:

Various skills assessments and observing appropriate skills and techniques during game play will be used.

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:

Skills assessments, teacher observation, student self-assessment, peer assessment will be used to support development of football techniques and strategies.

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 Final Football written test.

Instructional Materials

See instructional materials as listed in the Instructional Strategies and Learning activities section.

and:

Football Unit Worksheet Study Guide:

1. Game starts with a throw-off. In pro football this is called a kick-off.

2. During a throw-off, the team throwing the ball must line up next to the red dome.

3. After a throw-off the ball can hit the ground and then the receiving team can pick up the ball and run with it.

4. When the quarterback goes to start a play, all of his/her teammates must be lined up behind the ball (the line of scrimmage). The defense is not allowed to cross the line of scrimmage until counting 7 Mississippi's out

loud.

5. Each team gets 4 downs to reach the 1st down marker (at mid field) or score. On the 4th down the offense must decide if they want to Punt or go for it (a touchdown or first down).

6. A player that has the ball must be tagged with one hand in order to be stopped.

7. No rushing plays, tackling, kicking or double coverage (when two plays guard one player) on an opponent.

8. Each player must be quarterback. Before somebody quarterbacks twice, everybody on the team must have a chance.

9. You substitute after every play.

10. After scoring a Touchdown; the offense may elect to go for 1 point or 2. To go for 1 point, the offense must line up behind the yellow dome. To go for 2 points, the offense must line up behind the red dome.

Throwing a football:

1. Grip the ball: With dominate hand grip the ball toward the back part of the ball. Put 2-3 fingers on the laces with thumb on the other side of the ball. Example: Make a "C" with your hand.
2. Face sideways toward your target. Point non-dominate hand or shoulder at your target.
3. Lift your dominate arm up to a 90 degree angle or "L" shape.
4. Step with non-dominate foot at your target and twist at the hips.
5. Swing arm forward while keeping the dominate hand on the side of the ball. Let ball roll off fingers for a spiral.

Catching a football (two ways):

Over the waist: Make a diamond with your hands.

Under waist or waist high: pinkies together.

Standards

2.2.8.PF	Physical Fitness A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T.).
2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.

2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity.
2.2.8.PF.3	Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).
2.2.8.PF.4	Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.
2.2.8.PF.5	Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.
2.2.8.LF	Lifelong Fitness Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.
2.2.8.LF.1	Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
2.2.8.LF.2	Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one’s lifetime.