

FRANKLIN-SIMPSON HIGH SCHOOL

Course Name: Physical Education

Unit Name: Flag-football

Objectives:

<u>Academic Expectations</u>	<u>Program of Studies</u>	<u>Core Content for Assessment</u>
<p>2.31: Students will understand that movement concepts, principles, strategies and tactics apply to the learning and performance of physical activities.</p> <p>2.34: Students perform physical movement skills effectively in a variety of settings.</p> <p>2.35: Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.</p>	<p>PL-H-PS-U-1: Students will understand that movement concepts, principles, strategies and tactics apply to the learning and performance of physical activities.</p> <p>PL-H-PS-U-2: Students will understand that motor skills and movement patterns allow individuals to perform a variety of physical activities and to achieve a degree of success that make the activities enjoyable.</p> <p>PL-H-PS-U-3: Students will understand that basic and advance skills and tactics need to be refined, combined and varied</p>	<p>PL-HS-2.1.1: Students will analyze the principles for motor skills (e.g., accuracy, technique, physics, and mechanics) and make applications for improving these skills (locomotor, nonlocomotor, and transitional).</p> <p>PL-HS-2.1.2: Students will infer how an analysis of specialized movement patterns (e.g., swinging golf clubs, shooting basketballs) and sequence evaluation (e.g., positioning, performing, following through) can be used to make recommendations for the improvement of skills used in individual, dual, and team sports (e.g., golf, racket sports, softball, volleyball, basketball).</p>

	<p>in the development of specialized skills.</p> <p>PL-H-PS-S-6: Students will recognize physical activity as an opportunity for positive social and group interaction.</p> <p>PL-H-PS-S-7: Students will evaluate how an analysis of specialized movement patterns (e.g., golf club swing, shooting a basketball) and sequence evaluation (e.g., positioning, performing, follow through) can be used to detect and correct errors in performances.</p>	
--	--	--

Purpose of the Unit:

To teach the students the rules, tactics, scoring, strategies and teamwork that corresponds with flag-football.

Prerequisites:

These students are somewhat familiar with passing/tagging games; therefore I will start off slowly and progress depending on student learning. I will introduce how to play the game – explaining basic rules, work on setting up a partner throw/catch, routes to run, catching and throwing on the run, small group game practice, a larger team game competition.

Daily Lesson Guide

Day	Lesson Content and Objectives	Focus Questions	Critical Thinking (High Yield / Literacy /LTF/etc.)	Engagement	Assessment and/or Accommodations
1	Passing/Receiving Routes	<ul style="list-style-type: none"> • What was something new that you learned about football today? • Why is catching and throwing important in football? • What techniques could you use from the warm-up game in football? • Which routes did you do best on? • Which routes do you think would work the best? 	Pre-Test Assessment <i>(Written)</i> Tactics and strategies	All students will be actively involved in practice of skills and game play.	Pre-Test Assessment <i>(written)</i>
2	Passing and receiving with a partner (stationary Incorporating Routes Modified Flag-Football	<ul style="list-style-type: none"> • How did your team do when playing 3 on 3? • Was it 	Tactics and strategies	All students will be actively involved in practice of skills and game play.	Review of pre-test

		<p>harder or easier with the different quarterbacks?</p> <ul style="list-style-type: none"> • Can everyone be the quarterback, why or why not? 			
3	<p>Modified Flag-Football</p> <p>6 on 6 team practice</p>	<ul style="list-style-type: none"> • Was it harder or easier working with different people than yesterday? • Did you do better as quarterback or as the receiver? • How did your team determine who were the quarterbacks? • Why is it important to have a good quarterback and receivers? 	Tactics and strategies	All students will be actively involved in practice of skills and game play.	Performance for 3 on 3 Assessment <i>(written)</i>

4	6 on 6 team play	<ul style="list-style-type: none"> • Was it harder or easier actually working against a defense? • Why is defense important? • What is a way that football could be made more difficult to play? 	Tactics and strategies	All students will be actively involved in practice of skills and game play.	Verbal Questioning Teacher observation of team work and strategies.
5	6 on 6 team play with a different quarterback	<ul style="list-style-type: none"> • Was it harder or easier actually working with a different quarterback? • Would it be wise to only have 1 quarterback? • What types of drills could you 	Tactics and strategies	All students will be actively involved in practice of skills and game play.	Teacher observation of team work and strategies. Performance for 6 on 6 Assessment <i>(written)</i>

		practice to become a better quarterback or receiver?			
6	6 on 6 play (continued) Choice of teams and team captains for tournament play Team practice	<ul style="list-style-type: none"> • What are some good strategies to use when playing defense? • Describe ways to incorporate every teammate into each drive for the endzone. • Why is it important to include everyone? 	Tactics and strategies	All students will be actively involved in practice of skills and game play.	Speech for team captain Verbal questioning[
7	Team practice 6 on 6 tournament play	<ul style="list-style-type: none"> • Why is it important to include everyone? • How did your team play today? 	Tactics and strategies	All students will be actively involved in practice of skills and game play.	Teacher observation of team work and strategies.

		<ul style="list-style-type: none"> • What can you change for tomorrow? 			
8	6 on 6 tournament play	<ul style="list-style-type: none"> • How did your team play today? • What can you change for tomorrow? 	Tactics and strategies	All students will be actively involved in practice of skills and game play.	Performance for 6 on 6 Assessment <i>(written)</i>
9	6 on 6 tournament play Post test	<ul style="list-style-type: none"> • How did your team play today? • What can you change for tomorrow? 	Tactics and strategies	All students will be actively involved in practice of skills and game play.	Post-Test Assessment <i>(Written)</i>
10	Final Games Review Post Test	<ul style="list-style-type: none"> • What was something new that you learned about football? • Could you play football outside of school? • What can you take from football to incorporate into everyday 	Tactics and strategies	All students will be actively involved in practice of skills and game play.	Review Post test

		life?			
--	--	-------	--	--	--