

East Lower School Physical Education

Unit: Flag Football

ESTABLISHED GOALS:		<i>Transfer</i>	
<p>Standard 1: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.</p> <p>Standard 2: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.</p> <p>Standard 3: Students will understand and be able to manage their personal and community resources.</p>	Scholars will demonstrate tenacity seeking skill development and refinement. They will think purposely when developing a plan for lifelong health and wellness, understanding the value of a physically active lifestyle and the implications of inactivity. They will advocate for themselves and others by seeking out opportunities in the community to be physically active with friends and family.		
	<i>Meaning</i>		
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Football involves leadership, problem solving, cooperation and teamwork ● Respect should be shown to all players regardless of ability and acknowledge the accomplishments of other players. ● Teamwork is necessary for group success in all cooperative endeavors. ● Skill acquisition is enhanced through ongoing participation in physical activities 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● How do group activities influence the development of social skills? ● How is sportsmanship and fairness related to the enjoyment of physical activity? ● How can feedback impact skill level? 	
<i>Acquisition</i>			
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Football specific skills: <ul style="list-style-type: none"> ○ Passing, running routes, catching. ● Strategy: <ul style="list-style-type: none"> ○ Defensive strategy, offensive plays ● Rules/Scoring of a game 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Procedures for participating in skill drills/game play ● Individual sport specific skills ● Positive participants/team leaders ● Scoring the game ● Leadership 	
Evaluative Criteria		Assessment Evidence	
<ul style="list-style-type: none"> ● Active Time Rubric ● Personal Social Responsibility Rubric ● Summative Skill Assessment 		<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> ● Peer Assessment ● Self-Assessment 	

	<ul style="list-style-type: none"> • Teacher feedback during drills • Student Demonstrators/Leaders
	OTHER EVIDENCE: <ul style="list-style-type: none"> • Teacher Observation

Learning Targets Flag football 6-8

Day 1

1. I can demonstrate my understanding of appropriate personal and social responsibility (sportsmanship, teamwork, advocating for self and others) during practice and games.
2. I can stay active while demonstrating at least three characteristics of proper throwing (i.e. fingers on laces, step in opposition, elbow up, follow through thumb down) and catching technique (i.e. make a window, soft fingers) while playing catch with a partner.

Day 2

3. I can demonstrate my understanding of appropriate personal and social responsibility (sportsmanship, teamwork, advocating for self and others) during practice and games
4. I can perform a three step drop (drop and load, step and throw) to a partner during practice.
5. I can demonstrate four different routes (post, flag, in and out) during skills evaluations
6. I can identify at least three positions on a football field (QB, RB and WR) and perform the role of at least one during a modified game.

Day 3

7. I can demonstrate my understanding of appropriate personal and social responsibility (sportsmanship, teamwork, advocating for self and others) during practice and games
8. I can demonstrate four different routes (hook, flag, post, slant) during skills evaluations
9. I can demonstrate understanding of the rules during a flag football game.

Day 4

10. I can create 4 different offensive plays with my team to use during a game.
11. I can create plays that include every member of my team to be used during a game.
12. I can demonstrate my understanding of the value of sportsmanship in athletics by participating positively in a “line-up” “good game” closure.