

**Physical Education Middle School  
Canterbury Public Schools**

<b>Subject</b>	Physical Education	
<b>Grade Level</b>	Middle School Grades 5 -8	
<b>Unit Title</b>	Football	
<b>Unit Goals</b>	<p>Grade 5 and 6</p> <ul style="list-style-type: none"> <li>● Understand the basic skills of: <ul style="list-style-type: none"> <li>○ Football grip</li> <li>○ Hand-offs and passes / receiving</li> <li>○ Positions</li> <li>○ Rules / flag pulls</li> </ul> </li> </ul> <p>Grade 7 and 8</p> <ul style="list-style-type: none"> <li>● Review of all skills in grades 5 and 6</li> <li>● Understand the basic skills of: <ul style="list-style-type: none"> <li>○ Strategy</li> <li>○ Plays / fake plays</li> <li>○ Team Communication</li> <li>○ In depth rules</li> </ul> </li> <li>● Creating new strategies</li> <li>● Engagement of all students</li> <li>● Alterations of games for students with disabilities</li> </ul>	
<b>Pacing (# of weeks)</b>	2 weeks - all grades	
<b>Standards</b>	CT Physical Education Standards	
	9	Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.
	10	Students will demonstrate an understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.
	11	Students will participate regularly in physical activity.
	12	Students will incorporate fitness and wellness concepts to achieve and maintain a health-enhancing level of physical fitness.
	13	Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.
	14	Students will choose physical activity for health, enjoyment, challenge,

	<table border="1" style="width: 100%;"> <tr> <td style="width: 20%;"></td> <td>self-expression and/or social interaction to sustain a physically active lifestyle.</td> </tr> </table>		self-expression and/or social interaction to sustain a physically active lifestyle.
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<b>Content/Conceptual Knowledge (know)</b>	<p>Participating in physical activities has healthful benefits and enables people to remain alert, engaged, (healthy mind and body)</p> <ul style="list-style-type: none"> <li>● Safety Cues</li> <li>● Skills</li> <li>● Communication</li> <li>● Rules</li> <li>● Scoring</li> <li>● Defense &amp; Offense</li> <li>● Cooperation as a team</li> <li>● Organization of players and positions</li> <li>● Achievable and non-achievable passes / plays</li> <li>● Strategy for success</li> <li>● Positioning</li> <li>● The “how to” knowledge of how to play it outside of Physical Education class</li> </ul>		
<b>Skills (be able to do)</b>	<ul style="list-style-type: none"> <li>● Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities</li> <li>● Demonstrate an understanding of concepts as they apply to the learning and performance of physical activities</li> <li>● Football related skills of <ul style="list-style-type: none"> <li>○ Passing and Receiving</li> <li>○ Throwing</li> <li>○ Hand-offs</li> </ul> </li> </ul>		
<b>Enduring Understandings</b>	<p>Students will be able to understand...</p> <ul style="list-style-type: none"> <li>● competency in motor skills and movement patterns needed to perform a variety of football skills.</li> <li>● movement concepts, principles, strategies and tactics as they apply to football skills.</li> <li>● that football skills are only one way to participate regularly in physical activity.</li> <li>● how active participation in football can incorporate fitness and wellness concepts to achieve and maintain a health-enhancing level of physical fitness.</li> <li>● how exhibiting responsible personal and social behavior while practicing football skills will respect self and others.</li> <li>● how choosing physical activity through volleyball for health, enjoyment, challenge, self-expression and/or social interaction will allow for one to sustain a physically active lifestyle.</li> </ul>		
<b>Assessments</b>	<ul style="list-style-type: none"> <li>● Skill checks</li> <li>● Stations checks</li> </ul>		

	<ul style="list-style-type: none"> <li>● Knowledge checks</li> <li>● Peer assessments</li> </ul> <p>** Students will be assessed daily on their understanding and proficiency level of warm up and activity periods. This assessment will be based off a written rubric.</p>
<b>Resources</b>	<ul style="list-style-type: none"> <li>● Various Levels of Technology <ul style="list-style-type: none"> <li>○ Videotape</li> <li>○ Coaches Eye (a program on the Ipad that helps students visually see their learning)</li> </ul> </li> <li>● P.E. Central Lesson Ideas</li> </ul>
<b>Strategies</b>	<p><u>Coaches Eye</u> for the purpose of...</p> <ul style="list-style-type: none"> <li>● student reflection / assessment</li> <li>● teacher assessment</li> <li>● peer assessment</li> <li>● feedback opportunities</li> </ul> <p>Other Teaching Strategies...</p> <ul style="list-style-type: none"> <li>● partner work / partner feedback</li> <li>● individual work</li> <li>● divergent problem-solving</li> <li>● direct teaching</li> </ul>
<b>Behaviors</b>	<p>Students will learn to...</p> <ul style="list-style-type: none"> <li>● Persevere</li> <li>● Play fair</li> <li>● Take turns</li> <li>● Peer assess</li> </ul>