

**Winslow Township School District**  
**9-12 Physical Education**  
**Football**

**Overview:** The students will learn and practice methods to play the game of football, utilizing rules, skills, cooperation and teamwork. Students will have opportunities to progress their skills through individual and group practices.

| Overview                       | Standards   | Unit Focus   | Essential Questions  |
|--------------------------------|---|--|--|
| <b>Football</b>                | 2.2.12.MSC.4<br>2.2.12.MSC.5<br>2.2.12.MSC.1<br>2.2.12.MSC.2<br>2.2.12.MSC.3<br>2.2.12.PF.2<br>WIDA 1   | <ul style="list-style-type: none"> <li>● Use the information gathered to further explore the impact of football as a global sport.</li> <li>● Understand and identify technical, tactical and positional play.</li> <li>● Analyze the rules and apply them to game situations</li> </ul> | <ul style="list-style-type: none"> <li>● How can team sports relate to life skills?</li> <li>● How can team sports help to improve lifelong fitness?</li> <li>● How can understanding sportsmanship, rules, and safety carry over into everyday life?</li> <li>● How can implementing offensive and defensive strategies improve team performance?</li> <li>● How do you use speed and agility in the game?</li> </ul> |
| <i>Enduring Understandings</i> | <ul style="list-style-type: none"> <li>● It is important to understand that various movement skills can be transferred from one game to another in order to be successful while playing a particular game. An example would be tennis to badminton.</li> <li>● Implementing offensive and defensive strategy into games improves performance by increasing the individual team player's ability to work as a unit to achieve a common goal.</li> <li>● By understanding good sportsmanship, rules and safety you can enhance your social interaction, ethical behavior and cooperation skills to be a productive member of society.</li> <li>● Team sports can affect and benefit the overall health of an individual by improving cardiovascular fitness, muscular strength and muscular endurance.</li> </ul> |  |  |

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| Curriculum Unit | Standards                          |  | Pacing |           |
|-----------------|------------------------------------|--|--------|-----------|
|                 |                                    |  | Days   | Unit Days |
| <b>Football</b> | 2.2.12.MSC.4                       | Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.                   | 2      | 13        |
|                 | 2.2.12.MSC.5                       | Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.  | 2      |           |
|                 | 2.2.12.MSC.1                       | Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball). | 2      |           |
|                 | 2.2.12.MSC.2                       | Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.   | 2      |           |
|                 | 2.2.12.MSC.3                       | Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).                      | 2      |           |
|                 | 2.2.12.PF.2                        | Respect and appreciate all levels of ability and encourage with care during all physical activities.   | 1      |           |
|                 | Assessment, Re-teach and Extension |  | 2      |           |

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| <b>Football Grade 9-12</b>  |                    |  |
|---|--------------------|--|
| <b>Core Idea</b>  | <b>Indicator #</b> | <b>Performance Expectations</b>  |
| Individual and team execution requires interaction, respect, effort, and positive attitude.   | 2.2.12.MSC.4       | Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.                   |
| Individual and team execution requires interaction, respect, effort, and a positive attitude.   | 2.2.12.MSC.5       | Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.  |
| Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities). | 2.2.12.MSC.1       | Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball). |
| Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities). | 2.2.12.MSC.2       | Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.   |
| The quality of feedback from others, self assessment as well as effort and repetition influences movement skills, concepts, and performance.  | 2.2.12.MSC.3       | Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).                      |

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**Football Grade 9-12**

**Assessment Plan**

- Assess student's knowledge in the form of a written test.
- Survey student's knowledge through a K-W-L-A chart
- Teacher observation of skills
- Self-evaluation
- Peer evaluation
- Lead-up games
- Translation to game play
- Teacher lead skill based instruction
- Drill work
- Lead up game
- Student created drill work
- Current Event Article Summary
- Questioning Strategies
- Video Analysis
- Polls/Surveys
- Exit Tickets
- Student Demonstrations

Alternative Assessments:

Self-assessment

Partner assessment

Teacher evaluation of technique used during exercise

Physical Activity Survey/Checklist

Target Heart Rate

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| Resources   | Activities   |
|---|--|
| <ul style="list-style-type: none"> <li>• <a href="http://www.naspe.org">www.naspe.org</a> PE-Metrics “Assessing National Standards 1-6 in Secondary School” <a href="http://www.aapherd.org">www.aapherd.org</a></li> <li>• <a href="http://www.pecentral.com">www.pecentral.com</a></li> </ul> | <ul style="list-style-type: none"> <li>• History</li> <li>• Rules/regulations</li> <li>• Safety</li> <li>• Field position</li> <li>• Strategy/systems of play</li> <li>• Sportsmanship/Etiquette</li> <li>• Throwing / Catching</li> <li>• Kicking / Punting</li> <li>• Scoring</li> <li>• Special Teams</li> <li>• Modified</li> <li>• Defensive and Offensive Strategies</li> <li>• Modified Games</li> <li>• Games/Tournaments</li> </ul> |
| <b>Instructional Best Practices and Exemplars</b>   |  |
| <ol style="list-style-type: none"> <li>1. Identifying similarities and differences</li> <li>2. Summarizing and note taking</li> <li>3. Reinforcing effort and providing recognition</li> <li>4. Homework and practice</li> <li>5. Nonlinguistic representation</li> </ol>                       | <ol style="list-style-type: none"> <li>6. Cooperative learning</li> <li>7. Setting objectives and providing feedback</li> <li>8. Generating and testing hypotheses</li> <li>9. Cues, questions, and advance organizers</li> <li>10. Manage response rates</li> </ol>   |

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**9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills**

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

**Philadelphia Mint**

<https://www.usmint.gov/learn/kids/resources/educational-standards>

**Different ways to teach Financial Literacy.**

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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**Modifications for Special Education/504**

*Students with special needs:* Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or CST Team Intervention Plan, and may include (but are not limited to) the following:

|                    |                              |
|--------------------|------------------------------|
| Equipment size     | Modified rules               |
| Pictures           | Preferential Seating         |
| Spacing / distance | Modifications to Equipment   |
| Peer partnering    | Study guides/notes           |
| Larger print       | Modifications of assignments |
| Relaxed rules      | Modifications of due dates   |
| Safe environment   | Modified Tests/Quizzes       |

**Modifications for At-Risk Students**

Formative and summative data will be used to monitor student success. Student work/performance will be reviewed to determine support. This may include parent notification, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards or:

- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Oral prompts can be given.
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Peer Support

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| English Language Learners   | Modifications for Gifted Students  |
|---|--|
| <p>All WIDA Can Do Descriptors can be found at this link:<br/> <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <p><input type="checkbox"/> Grades 9-12 WIDA Can Do Descriptors:</p> <p style="padding-left: 20px;"><input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language</p> <p>This particular unit has limited language barriers due to the physical nature of the curriculum. The following can be utilized: Review previously learned terminology. Display labeled images of activity/sport terminology. Assign a native language partner.</p> <ul style="list-style-type: none"> <li>• Pointing to objects as you say them, such as 'basketball' or 'racquet'</li> <li>• Physically demonstrating something, such as dribbling a basketball</li> <li>• Developing non-verbal cues, such as holding up a hand to say 'stop'</li> <li>• Using a whistle to indicate start and stop times or errors</li> <li>• Referring to a picture or diagram when introducing a new activity</li> </ul> | <p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the unit requirements. This will include allowing more opportunities to demonstrate creativity. In addition, the following can be utilized:</p> <ul style="list-style-type: none"> <li>• Alternate Learning Activities/Units: Opportunities to pursue alternate activities permit students to engage in new learning and avoid the boredom of repeating instruction or unnecessary practice in skills already mastered.</li> <li>• Create and lead the class in a warm up focusing on body alignment, balance, strength, and coordination.</li> <li>• Create a detailed report on observations of other students and professional athletes.</li> </ul> |
| Interdisciplinary Connections   |  |
| <p><b>ELA</b></p> <p><b>NJSLSA.SL1</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>NJSLSA.SL2</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Interdisciplinary Standards</p> <p>RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p>HS-LS2-3. Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.</p>  |  |



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**Integration of Computer Science and Design Thinking NJSL 8**

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices

8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).

8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.

8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.