Emerson Middle School Integrated Lesson Form

Title: Flag Football

Lesson Description: TSW learn terms, rules, and the physical aspect of the sport of Flag Football.

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| Educator | Name: Jeremy Harper  A+ School: EMS  Grade level/subject area: 6-8 Physical Education |
| Curriculum & Arts | Overarching Concept: Flag Football  Essential Question(s) and/or Focus Question(s):   * Can you name the terms associated with Flag Football? * Display proper form when throwing and running with football. * Control football proper and controlled manner. * To perform a spiral pass effectively and accurately. * Can you use proper form when throwing the football and when running with the football? * To learn the rules and scoring of flag football and modified games.   Disciplines Addressed: 21st Century skills:  \_\_dance \_x\_music \_\_visual arts \_x\_creativity  \_\_drama \_\_reading \_\_writing \_x\_problem solving  \_\_language arts \_\_science \_\_other: \_x \_technology  \_x\_math \_\_social studies \_x\_collaboration  Curricular connections/instructional objectives: (state standards, etc.)  S1.M2 Throwing, S1.M3  Catching, S1.M4 Passing and receiving, S1.M5 Passing and receiving/moving target, S1.M7 Offensive Skills, S1.M6 Offensive skills, S1.M21 Catching, S1.M15 Weight transfer, S2.M1 Creating space with movement, S2.M2 Creating space with offensive tactics, S2.M2 Creating space with offensive tactics, S2.M3 Creating space using width and length, S2.M6 Transitions,  S3.M6, S4.M4, S4.M5, S4.M6, S4.M7, S5.M6, S4.M1S4.M2, S4.M5 |
| Enriched Assessment | Ways to assess/evaluate students’ understanding during and at the conclusion of the lesson (formative and summative):  Assessment over proper passing, shooting, and dribbling technique. |
| Collaboration | Students will be forming their own groups and performing tasks as teams (Student led warm-ups and working in teams to progress their skills in different areas of field hockey) |
| Multiple Learning Pathways | Multiple Intelligences addressed within lesson: (check all that apply)  x\_\_bodily/kinesthetic \_x\_musical-rhythmic  \_x\_interpersonal \_\_naturalist  \_x\_Intrapersonal \_x\_verbal-linguistic  \_\_logical-mathematical \_x\_visual spatial |
| Infrastructure | Classroom Infrastructure/Setup:  Timeframe (example: length of unit, number and length of lesson(s):  10 days  Space: Gym  Material: 30 field hockey sticks, 30 small foam balls and or pucks, cones, goals.  Resources/books/websites/other information sources:  Sciencespot.net  OKA+ notebook |
| Experiential Learning & Climate | Steps/Process: (You may share by using this form, video, photo story, PowerPoint, etc.) Please attach rubric, checklist or other assessment tool, if applicable. See next page |
| ISTE standards | Check all that apply:  \_\_Empowered learner \_\_Digital citizen  \_\_Knowledge constructor \_\_Innovative designer  \_\_Computational thinker \_\_Creative communicator  \_\_Global collaborator |
|  | Every day will begin with students going to their assigned spots in an orderly manner. I will then take role before I release them into their warm-up. After their warm-up they will go where directed and the lesson will begin.  Monday 10-21: Passing: Passing and catching practice, partner up in groups of 3 and practice throwing and catching in their own space. Making sure to use to correct grip and throwing motion. Will progress into 3 step drop.  Game, Fish in a barrell—earned once groups can throw correctly  Recap and understand  Tuesday, 10-22: Ladder drills for footwork, practice catching and throwing.  Game: crazy crazy catch.  Wednesday 10-23: Route running—pass and catch with 3 step drop, groups of 3-4 practicing running the shown routes and catching passes, each student will rotate to play every position in this drill, One QB two WR. Post, flag, drag routes  Thursday, 10-24 Offensive Strategies—Bump and go receiver drill, practice 5 man route running, each receiver runs a different route. Students not in plays will be creating their own as groups of 5  Friday 9-20: Game day, students given options and vote on what they want to play. |