

**Physical Education  
Unit 6: Touch Football**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Students will learn the benefits of physical activity, cooperation, and team work.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ How does one score a touchdown?</li> <li>▪ What is a safety?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ <b>Basic Rules</b> <ul style="list-style-type: none"> <li>○ Only six or seven players on a team.</li> <li>○ Small field - Sideline to sideline of football field.</li> <li>○ Kick-off - Ball is thrown or punted. If kicked/thrown out of bounds, the opposing team takes possession of the ball where it went out of bounds.</li> <li>○ The ball is dead on all fumbles except on kick-offs. Incomplete passes is lost of down.</li> <li>○ <u>Offense</u>- team trying to score Players must be on their own side prior to hike and remain motionless. Can move across the line of scrimmage when the ball is hiked. May block defensive players. All players are eligible to receive a pass. Must complete two forward passes in a row for a first down.</li> <li>○ <u>Defense</u>- team preventing the other team from scoring Must be on their own side of the ball prior to the offense hiking the ball and can move around freely prior to the hike. Lineman must wait for a count of “3” before rushing the quarterback unless the quarterback runs or hands the ball off. Can “blitz” once every four plays. Must touch the player with the ball with two hands. No rushing when offense is punting the ball.</li> </ul> </li> <li>▪ <b>Safety</b> <ul style="list-style-type: none"> <li>○ No tackling, No blocking below the waist</li> </ul> </li> <li>▪ <b>Scoring</b> <ul style="list-style-type: none"> <li>○ Touchdown = 7 points</li> <li>○ Safety = 2 points</li> </ul> </li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms</u>: <ul style="list-style-type: none"> <li>○ hiking, blitzing, punt, kick off, blocking, end zone, first down, fumble, complete pass, incomplete pass</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Demonstrate appropriate passing, receiving, running, faking, blocking, and kicking techniques.</li> <li>▪ Demonstrate good sportsmanship and ability to work with a team.</li> </ul>

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<p align="center"><b>Related Maine Learning Results</b></p>	<p><u>Health and Physical Education</u>  G. Movement/Motor Skills and Knowledge  G1.Stability and Force  Students change their motion and the motion of objects by applying the principles of stability and force to modify their performance in games/physical activities.  c. Adjust movements to accommodate external forces that decrease risk for injury.  G2.Movement Skills  Students demonstrate a variety of specialized movement skills specific to a game/physical activity while participating in a game/physical activity.  G3.Skill-Related Fitness Components  Students explain the relationship of skill-related fitness components to specialized movement skills.  I. Personal and Social Skills and Knowledge  I1.Cooperative Skills  Students demonstrate collaborative skills while participating in skill activities.  a. Accept constructive feedback.  c. Include peers respectfully in activities.  I2.Responsible Behavior  Students demonstrate responsible and ethical personal behavior while participating in physical activities.  I3.Safety Rules and Rules of Play  Students predict how etiquette/rules improve games/activities.  a. Explain how etiquette/rules contribute to productive participation.  b. Predict how modifications to the environment can impact safety during games/physical activities.</p>
<p align="center"><b>Sample Lessons And Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Group students into teams and play touch football.</li> </ul>
<p align="center"><b>Sample Classroom Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>▪ Group students into pairs and ask them to practice passing and receiving. Students will be graded on their technique and participation, not physical ability.</li> </ul>
<p align="center"><b>Sample Resources</b></p>	<ul style="list-style-type: none"> <li>▪ <u>Publications:</u> <ul style="list-style-type: none"> <li>○ <u>Quality Lesson Plans for Secondary Education</u> - Zakrajsek, Cares and Pettigrew</li> </ul> </li> </ul>

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