

MS PE Soccer

Content Area: **Health & Physical Education**
Course(s): **Health I**
Time Period: **September**
Length: **4 weeks**
Status: **Published**

Unit Overview:

The Soccer Unit is a great unit because of the fact that the sport can be played well beyond the adolescent years. Soccer calls for skills such as agility, speed, touch, muscular strength, muscular endurance, fitness and flexibility. Students will be taught how to correctly dribble, pass, trap, shoot and throw a soccer ball. Students will also learn strategies of the game along with the history of the most widely played sport in the world.

Essential Questions:

1. How do you distinguish if a team should take a "corner kick " or a " goal kick ? "
2. What is the famous name of one of the biggest soccer tournaments in the world?
3. What country has won the most World cups?
4. How many players does each team have on the field during a regulation soccer game
5. Define what trapping in soccer means, what parts of your body can you “trap” the ball with?

Enduring Understandings:

1. Distinguish the difference between a “goal kick” and a “corner kick.” Explain what happens in both situations. The difference between a goal kick and corner kick is when the defensive team kicks the ball over the goal line the attacking team is awarded a corner kick. If the attacking team kicks the ball over the goal line the defensive team takes a goal kick.
2. Students will research the history and cultural aspects of the sport.
3. Students will understand the rules and proper formation of a regulation soccer game.
4. Students will analyze and practice the proper techniques/ skills used in a game of soccer (kicking, dribbling, passing, trapping)

Standards/Indicators/Student Learning Objectives (SLOs):

HE.6-8.2.2.8.MSC.1	Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
HE.6-8.2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
HE.6-8.2.2.8.MSC.6	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
HE.6-8.2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others. Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.

Lesson Titles:

1. History & Rules of Soccer

2. Passing and Trapping

3. Dribbling and Technical skills

4. Soccer Tournament

Career Readiness, Life Literacies, & Key Skills:

WRK.9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
TECH.9.4.2.CI	Creativity and Innovation
TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
TECH.9.4.2.CT	Critical Thinking and Problem-solving Brainstorming can create new, innovative ideas. Different types of jobs require different knowledge and skills. Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. Career planning requires purposeful planning based on research, self-knowledge, and informed choices.

Inter-Disciplinary Connections:

LA.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
SCI.MS.PS3.A	Definitions of Energy
SCI.MS.PS3.B	Conservation of Energy and Energy Transfer

Equity Considerations

N/A

Amistad Mandate

Topic: Racism in Sports

Materials Used: <https://www.nbcnews.com/news/world/english-soccer-has-been-blighted-racism-also-leads-charge-against-n1274180>

Addresses the Following Component of the Mandate: There are implicit biases and stereotypes across all sports, especially soccer. This article shares how a black soccer player was criticized for playing the sport and mocked when making mistakes in games, regardless of the skills that got him to the professional level.

- Amistad
- Contributions of African American to our Society
- Slavery in America
- Vestiges of Slavery in this Country

Holocaust Mandate

Topic: Equal pay for women in sports.

Materials Used: <https://www.nytimes.com/2022/02/22/sports/soccer/us-womens-soccer-equal-pay.html>

Addresses the Following Component of the Mandate:

- Bias
- Bigotry
- Bullying
- Holocaust studies
- Prejudice

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses): LGBTQ players in sport and the Stigmas they carry

Materials Used: <https://www.nbcnews.com/think/opinion/first-openly-gay-nfl-player-carl-nassib-could-be-turning-ncna1271896>

Addresses the Following Component of the Mandate: The first openly gay man to actively play for the NFL at the time of coming out was not until 2021.

- Economic
- Political
- Social

Climate Change

<https://www.commonwealthfund.org/publications/explainer/2022/may/impact-climate-change-our-health-and-health-systems>

This article shares the importance of being aware of climate change as it relates to physical and mental health. Being in good health, and being able to adapt to ever-changing weather conditions is a key part of living and long, healthy life.

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses): Younghoe Koo, Asian American NFL field goal kicker.

Materials Used: https://www.espn.com/nfl/story/_/id/30588259/how-younghoe-koo-career-went-nfl-nightmare-pro-bowl

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Alternative Assessment

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Benchmark Assessments

Writing prompt

Skills Based Assessment

Reading response

Summative Assessment:

- Alternate Assessment
- Benchmark
- Marking Period Assessment

Resources & Materials:

Written:

Soccer Unit Study Guide (History & Rules)

Soccer Unit Packet

Equipment:

Soccer balls

Goals

Cones

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

Learning Strategies

1. The students will be able to execute proper technique of dribbling, passing and kicking the soccer ball.
2. The students will be able to explain the rules for both regular soccer and PE soccer.
3. The students will be able to identify the different lines/ marks on a to be more successful during game play.
4. The students will be able to implement the rules to play games against classmates.
5. The students will be able to recall facts from their Study Guide to be successful on the written assessment.
6. Students will be able to demonstrate proper technique to dribbling, passing, and trapping of the soccer ball.
7. Students will be able to illustrate how to correctly throw the ball in from out of bounds.
8. Learners will be able to explain the difference roles for an offensive and defensive player.

Strategies: Group Work, Individual Practice, Practice Games, Tournament Games

Learning Activities:

1. Proper technique of dribbling and passing, shooting and throwing in a soccer ball. (Applying, Analyzing)
2. Learn rules for both regular soccer and PE soccer. (Remembering, Understanding, Applying)
3. Play games against classmates. (Applying)
4. Go over Study Guide (Remembering, Understanding, Applying, Evaluating)
5. Soccer Unit Assessment (Remembering, Understanding, Applying, Evaluating)

Formative Assessment:

- Anticipatory Set
- Closure
- Warm-Up

Modifications

ELL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities

- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

Technology Materials and Standards

TECH.8.1.8

Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Computer Science and Design Thinking Standards
