Unit 03: Soccer

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **Week 4**
Length: **3 Weeks**
Status: **Published**

Unit Overview

The students will learn basic and intermediate skills of soccer through small-sided game situations with emphasis on the foundations of good sportsmanship and positive social interaction. Students will become aware of the basic rules, key terms, and boundaries of the field. They will improve their kicking, dribbling, and passing skills.

Standards

HPE.2.5.2.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.2.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
HPE.2.5.2.A.4	Correct movement errors in response to feedback.
HPE.2.5.2.A.CS1	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
HPE.2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
HPE.2.5.2.B.2	Explain the difference between offense and defense.
HPE.2.5.2.B.3	Determine how attitude impacts physical performance.
HPE.2.5.2.B.4	Demonstrate strategies that enable team and group members to achieve goals.
HPE.2.5.2.B.CS1	Teamwork consists of effective communication and other interactions between team members.
HPE.2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.
HPE.2.5.2.C.2	Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.
HPE.2.5.2.C.CS1	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
HPE.2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.
HPE.2.6.2.A.2	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
HPE.2.6.2.A.CS1	Appropriate types and amounts of physical activity enhance personal health.

Essential Questions

1. How can soccer improve fitness?

2. What skills are needed to play soccer?
3. Why is sportsmanship important in games and activities?
4. How does teamwork help one be successful in the game?

Application of Knowledge and Skills...

Students will know that...

- 1. specific terminology is used for the game of soccer: kick, punt, head, throw-in, trap, hand ball.
- 2. soccer has specific rules and equipment that must be followed/used.
- 3. soccer is a game of teamwork and sportsmanship and that to be successful at the game, a student must be able to demonstrate the ability to work collaboratively with peers.

Students will be able to...

- A. Describe the importance of running to open spaces to receive passes.
- B. Play lead-up games to develop offensive and defensive skills.
- C. Discuss the importance of playing together as a team.
- D. Define key terms and explain the rules of soccer.
- E. Demonstrate soccer-related skills, such as dribbling, passing, trapping, throw-ins, and kicking, in a game situation .
- F. Describe the importance of controlling the ball correctly with the different parts of the body.

Assessments

• Pre-Assessment - Diagnostic: Suggested Instructional/Assessment Strategies - Using a performance rubric, students will be assessed on their ability to move to open spaces, obey the rules, and respond to teacher feedback. 2.5.2.A.1 2.5.2.B.1 2.5.2.B.3 2.6.2.A.1 2.6.2.A.2

• Soccer Game - Formative: Exhibition - Students will demonstrate the acquisition of soccer skills, including passing, kicking, throw-in, and situational kicks, and be judged using a performance rubric. 2.5.2.A.1 2.5.2.A.2 2.5.2.A.4 2.5.2.B.1 2.5.2.B.2 2.5.2.B.3 2.5.2.B.4 2.5.2.C.1 2.5.2.C.2 2.6.2.A.1 2.6.2.A.2

• Shooting Drills and Exercises - Summative: Other visual assessments - Students will shoot on goals using the correct techniques. 2.5.2.A.1 2.5.2.A.2 2.5.2.A.4 2.5.2.B.1 2.5.2.B.2 2.5.2.B.3 2.5.2.B.4 2.5.2.C.2

Activities

- Dribbling drills: using cones and markers, students will dribble the ball to a designated spot while keeping the ball under control.
- Team passing and trapping skills: students will pass back and forth, using their feet to trap the ball each time.
- Shooting: using *Pop Up goals*, students will practice shooting to score goals.
- Kick-pin soccer: students will compete to protect a pin while trying to kick a soccer ball into others' pins.
- Partner throw-ins: students in pairs practice throw-ins.
- Situational kicks: an activity that includes goal and corner kicks in attempts to score.

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
    - Modifications & accommodations as listed in the student's IEP
    - Assign a peer to help keep student on task
    - Modified or reduced assignments
    - Reduce length of assignment for different mode of delivery
    - Increase one-to-one time
    - Working contract between you and student at risk
    - Prioritize tasks
    - Think in concrete terms and provide hands-on-tasks
    - Position student near helping peer or have quick access to teacher
    - Anticipate where needs will be
    - Break tests down in smaller increments
- Content specific modifications may include:

- Students having difficulty with students will be provided with individualized coaching by the teacher during practice and game play
- Softer and/or larger balls will be used for the less-experienced players to increase their comfort level during practice play.

Differentiation for ELL's:

- General modifications may include:
    - Integrate activities into thematic units
    - tap the student's prior knowledge and experience, which may be different from other students in the class
    - teach learning strategies and scaffold complex texts
    - organize students into a variety of learning groups
    - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: passing, dribbling,

shooting, kick, punt, head, throw-in, trap, hand ball

Differentiation to extend learning for gifted students may include:

- Gifted students will be challenged to use their non-dominant foot during competitive play
- The distance between players will be reduced or increased.

Integrated/Cross-Disciplinary Instruction

- Social Studies connection: identify other countries in the world where soccer is a major sport

Resources

- PECentral.com
- Teachphysed.com
- Teacher-created handouts and activities
- *Pop-Up goals* and soccer balls
- Cones, pinneys and tape

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to

ensure the desired outcome.