Unit 04: Soccer

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **Week 4**
Length: **2 Weeks**
Status: **Published**

Unit Overview

During this unit, the students will learn the rules, key terms, boundaries of the field, positions, and strategies to play the game of soccer. Teamwork and sportsmanship will be emphasized.

Standards

HPE.2.5.6.A.1	Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.6.A.2	Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
HPE.2.5.6.A.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).
HPE.2.5.6.A.4	Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
HPE.2.5.6.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.2.5.6.B.1	Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.
HPE.2.5.6.B.2	Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement.
HPE.2.5.6.B.CS1	There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.
HPE.2.5.6.C.1	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
HPE.2.5.6.C.2	Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
HPE.2.5.6.C.3	Relate the origin and rules associated with certain games, sports, and dances to different cultures.
HPE.2.5.6.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.2.6.6.A.1	Analyze the social, emotional, and health benefits of selected physical experiences.
HPE.2.6.6.A.2	Determine to what extent various activities improve skill-related fitness versus health-related fitness.
HPE.2.6.6.A.4	Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
HPE.2.6.6.A.5	Relate physical activity, healthy eating, and body composition to personal fitness and

	health.
HPE.2.6.6.A.6	Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
HPE.2.6.6.A.CS1	Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.

Essential Questions

- How can participation and team activities contribute to the development of social and cultural awareness?
- Why should one spend time stretching before and after an athletic activity?
- How can one maintain or improve his/her level of skills or fitness?
- What are the advantages of sportsmanship and teamwork during physical competition?

Application of Knowledge and Skills...

Students will know that...

- 1. Key Vocabulary terms related to soccer. (Goal kick, corner kick, throw-in, off-sides, trap, head ball, hand ball, goalie, halfback, fullback, forward)
- 2. The difference between offense and defense
- 3. The equipment needed for soccer
- 4. How to assess their own understanding of soccer
- 5. Basic rules of soccer
- 6. How to use different parts of their bodies to control a soccer ball

Students will be able to...

- A. Describe the importance of controlling the ball correctly, with feet, head, chest, thigh & mid-section
- B. Run to open spaces to receive passes
- C. Play lead-up games to help learn offense and defense.(Kick pin soccer, four-corner, and sideline soccer)
- D. Discuss the importance of playing together as a team
- E. Control the soccer game among themselves following the rules
- F. Define key terms and the rules of soccer
- G. Participate in a soccer league following the rules of soccer
- H. Juggle the ball using both their feet and thighs

- I. Demonstrate the ability to kick the ball using the correct part of the foot

Assessments

- Participation and Effort Formative: Other visual assessments 2.5.6.A.1-4, 2.5.6.C.1-3
- Skills test Formative: Other visual assessments The students will be asked to demonstrate their skill levels by performing a variety of skills associated with soccer. 2.5.6.A.1-3, 2.5.6.B.1-2
- Unit Test Summative: Written Test A test on the game of soccer. 2.5.6.A.1-4, 2.5.6.B.1-2, 2.5.6.C.1-3,2.6.6A.1,2,4,5,6

Activities

Demonstrate how to kick, trap, dribble, head and throw-in a soccer ball. Students will practice each skill starting at a close distance and then begin to increase distance.

Explain rules and boundaries of soccer game and field.

Students will play lead-up games, such as 3v2 keep away

Provide opportunities for students to play both offense and defense.

Discuss players' roles on offense and on defense.

Play a soccer lead-up game- "Sideline Soccer" This will teach students how to control ball in tight situations and rely on their teammates to help them.

Soccer league- set up daily schedule and have students play games each day on two fields.

Ticket to Leave- daily

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:

- Kick from different distances depending on their ability level
- Mini-lessons based on skill level
- Juggling challenge activity
- Use regular and Nerf soccer balls based on comfort levels

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: goal kick, corner kick, throw-in, off-sides, trap, head ball, goalie, halfback, fullback, forward, offense, defence

Differentiation to extend learning for gifted students may include:

- Kick from different distances depending on their ability level
- Mini-lessons based on skill level
- Juggling challenge activity

Integrated/Cross-Disciplinary Instruction

Social Studies- history of sport, name of sport in other countries(futbol) and World Cup

Health- safety and warm-up/cool down exercises to help prevent injuries

Resources

pecentral.com

about.com

teachphysed.com

hometeamsonline.com

mls.com

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.