Unit 03: Soccer

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **Week 7**
Length: **4 Weeks**
Status: **Published**

Unit Overview

The students will practice passing and trapping with proper technique. Students will practice kicking the ball with accuracy and power. Students will play lead up games to a soccer game to understand how to play. Ultimately, students will understand how to work as a team and use skills in the game of soccer. Skills will be enhanced from prior year.

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.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.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.4	Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.

Essential Questions

1. How are skills and drills important to participate in soccer?

2. Why is it important to practice fundamental skills?

3. What are characteristics of good sportsmanship?

Application of Knowledge and Skills...

Students will know that...

- 1. the basic key soccer terms, such as ball, instep, throw ins, trapping, passing, shooting, dribbling, and scoring are applied to in-game moments.
- 2. the importance of spacing and teamwork during a soccer match.
- 3. basic soccer rules, regulations, and safety issues prevent injuries to others during games.
- 4. soccer is the most popular game in the world.

Students will be able to...

- A. Demonstrate the skills of passing, dribbling, and shooting.
- B. Demonstrate ball control while dribbling.
- C. Understand spacing in game play.
- D. Apply learned skills in game play.

Assessments

- Soccer Kickball Game Summative: Other visual assessments Students will be assessed through a performance rubric on the rules of soccer, the safety issues of soccer and the basic skills of kicking and passing. 2.5.4.A.1 2.5.4.A.2 2.5.4.B.1 2.6.4.A.2
- Soccer Test Formative: Written Test A ten question written test in which students must identify aspects of playing soccer, the skills needed, and the different types of games. 2.5.4.A.1 2.5.4.A.2 2.5.4.B.1 2.5.4.C.1 2.6.4.A.1 2.6.4.A.2
- Space Dribbling Summative: Exhibition A group activity in which students will dribble a soccer ball and will have to stay in constant control and start and stop when the music goes on and off. A performance checklist will be used to check off ability. 2.5.4.A.1 2.5.4.A.2 2.5.4.C.1 2.6.4.A.1

Activities

- Partner Passing Drills: A paired assignment that has two students pass back and forth between each other using proper technique.
- Whistle Stop Activity: A listening activity that has students listen to whistles to stop dribbling, to pass to a partner, and to jog around a field.
- Sideline Soccer: A three on three soccer game of called out numbers of players to go up and participate in the game.
- Human Fooseball: Students divided into two teams each defending their zone and trying to score in others by completing passes while staying in their spot and shooting on goal.

- Four Goal Soccer: Students will be divided into four teams. The teams will work together to dribble or pass to score a goal on any of the other teams goals. Students will earn two points for assisted goal.
- Shooting at targets: A variety of targets will be used for students to practice their shooting with both feet. Students will be divided into two teams. The teams will divide into offensive players and defensive players and a goalie. Students will use team work to score goals.

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 with difficulty will be given one on one instruction.
    - Completed study guides and notes will be provided for students who need them.

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: ball, instep, throw ins, trapping, passing, shooting, dribbling, and scoring

Differentiation to extend learning for gifted students may include:

- Students will be challenged by passing and shooting from different distances.

Integrated/Cross-Disciplinary Instruction

Health connection to playing soccer and being physically fit. Students can research healthy food habits and come up with new ideas to share in class.

Resources

- www.pecentral.com
- www.teachphysed.com
- Awesome Elementary School Physical Education Activities. Cliff Carnes, 1983

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.