Unit 03: Soccer

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **Week 5**
Length: **3 Weeks**
Status: **Published**

Unit Overview

The students will learn the basic skills of soccer and will be involved in modified, small-sided game situations where the foundations of good sportsmanship and positive social interaction will be emphasized. Students will become aware of the basic rules, key terms, and boundaries of the soccer field. They will hone their skills of kicking, dribbling, and passing.

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.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
HPE.2.5.2.C.2	Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.
HPE.2.6.2.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.

Essential Questions

1. What are some variations of soccer?
2. How can soccer improve fitness?
3. What skills are needed to play soccer?
4. How can I show good sportsmanship in soccer?
5. How does teamwork help with the success of the game?

Application of Knowledge and Skills...

Students will know that...

- 1. the basic soccer terminology and skills (kick, punt, head, throw-in, trap, hand ball, etc.).
- 2. the basic rules of soccer (out-of-bounds, inability to use hands, etc.) and the basic concepts of offense and defense.
- 3. that different parts of the body may be used to hit and dribble the soccer ball.
- 4. that teamwork and sportsmanship are important in the game of soccer.

Students will be able to...

- A. Describe the importance of controlling the ball with the different parts of one's body.
- B. Identify the importance of running to open spaces to receive passes.
- C. Play lead-up games to help learn the concepts of offense and defense.
- D. Discuss the importance of playing together as a team.
- E. Define key terms and explain the rules of soccer.
- F. Demonstrate soccer skills, such as kicking, punting, passing, dribbling, shooting.

Assessments

- Dribbling pre-assessment: Students will dribble a soccer ball with their feet for a specific amount of time. A rubric will be used to assess skill level. 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
- Full Team Soccer Game used as summative assessments: Students play in a game setting and demonstrate multiple soccer skills. Assessment is completed with the use of a 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

Activities

- Dribbling Drills: Using cones and markers, students dribble the ball to a designated spot while keeping the ball under control.
- Team Passing and Trapping Skills: With partners, then small groups, students pass the ball back and forth, using their feet to trap the ball each time. Control, sportsmanship, and movement skills are emphasized.
- Shooting: Using *Pop Up Goals*, students practice shooting to score goals.
- Defensive & Offensive Drills: A series of drills to help students understand the difference between playing offense and playing defense on a soccer team.
- Kick Pin Soccer: A game in which students compete to protect their pin while trying to kick a soccer ball to knock down their peers' pins.
- Soccer Modified Games: Games situations, such as keep away, goal line soccer, and sideline soccer, to foster the integration of movement, teamwork, and sportsmanship skills.
- Partner throw-ins: A pair-and-share game in which students practice throw-ins.
- Situational Kicks: Using pre-set goal and corner kicks, students attempt to score a goal.

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: Students watch a video clip about United States soccer and the popularity of

soccer world wide.

Resources

- PECentral.com
- Teachphysed.com
- Teacher-created activities/lessons
- *Pop Up Goals* and soccer balls
- Cones, pinnies and tape

21st Century Skills

CRP.K-12.CRP3	Attend to personal health and financial well-being.
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.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.