

# Soccer

Content Area: **Physical Education**  
Course(s):  
Time Period: **Full Year**  
Length: **6 Weeks**  
Status: **Published**

## Indoor Soccer

### Unit Rationale

The purpose of this unit...

**provide students with the basic skills necessary to feel comfortable playing soccer that incorporate a ball for the purposes of dribbling and kicking**

### Essential Questions

#### Enduring Understanding/Indicators of Understanding

- That personal and group contributions lead to achievement of goals and tasks.
- A group's ability to be respectful supportive, and adherent to code of conduct will enhance group productivity.
- Rules and regulations have an impact on the health and safety of participants.
- There is a progression of activity that will improve each component of fitness and skill level.

#### Essential Questions

- How can we apply and analyze the use of momentum, force, and torque to enhance or change the performance of movement skills during physical activity.
- How might the short- and long-term physical, social, and emotional benefits and potential problems associated with regular physical activity effect you.
- Why is there a need for rules and regulations?
- What are the benefits of teamwork and good sportsmanship?

#### Knowledge

Students will know...

- How to evaluate personal participation as a leader and a follower.
- How to use positive reinforcement to critique other participant's performance.
- Rules of indoor soccer.
- Proper technique when shooting, dribbling, and passing.

#### Skills

Student will be skilled at ...

- Employ strategies to improve communication and listening skills and assess their effectiveness.
- Perform at a level needed to enhance cardiovascular fitness.
- Shoot a soccer ball using proper technique.
- Pass a soccer ball using proper technique.
- Dribble a soccer ball using proper technique.
- Play a game following proper rules and regulations.

## Pre-Assessments

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### Formative Assessment Strategies

- Students will improve upon skills in game situations.
- Students will demonstrate a proper understanding of the game.
- Students will develop attitudes and behaviors that will allow them adopt a lifestyle devoted to life long fitness.
- Use of data to identify student needs and alter instruction to meet the needs of students

Completion of reading across the curriculum assignments for unprepared days

## Instructional Plan

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### Performance Tasks:

- Dribbling drills
- Shooting drills
- Passing drills

### Learning Activities:

- Sideline Soccer

Indoor games

### Resources and Mentor Texts

<https://www.pecentral.org>

<https://www.sparkpe.org>

<https://www.pescholar.com/>

## Modifications and/or Accommodations

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### Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

#### English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

**Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

**Front-Loading Vocabulary:** The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

## Special Education Students

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

## Students with 504 Plans

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## Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

## **Integration of Diversity, Equity and Inclusion, Climate Change, Informational and Media Literacy**

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see crosswalks

### **New Jersey Student Learning Standards: Content Area**

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**NJ: 2016 SLS: Literacy in History, Social Studies, Science, & Technical Subjects 6-12**

**NJ: Grades 9-10**

**Writing**

**NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.**

WHST.9-10.3. (See note; not applicable as a separate requirement)

**Capacities of the Literate Individual**

**Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language**

They build strong content knowledge.

### **Integration of Career Readiness, Life Literacies and Key Skills**

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**2.2 Integrated Skills**

**C. Character Development**

2.2.12.C.1 Analyze the impact of competition on personal character development.

**2.5 Motor Skill Development**

**2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.**

**A. Movement Skills and Concepts**

2.5.12.A.2 Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.

**B. Strategy**

2.5.12.B.1 Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.

2.5.12.B.2 Apply a variety of mental strategies to improve performance.

2.5.12.B.3 Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.

**C. Sportsmanship, Rules, and Safety**

2.5.12.C.1 Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.

2.5.12.C.2 Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.

## **2.6 Fitness**

**2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.**

### **A. Fitness and Physical Activity**

2.6.12.A.1 Compare the short- and long-term impact on wellness associated with physical inactivity.

## **Integration of Computer Science and Design Thinking**

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### **8.1 Educational Technology**

**F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.**

8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

## **Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math**

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### **ELA.SL.PE.9-10.1.B**

Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on develop clear goals and assessment criteria (e.g., student developed rubric) and assign indiv

## **21st Century Life and Career**

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### CAEP.9.2.12.C.3

Identify transferable career skills and design alternate career plans.

### CAEP.9.2.12.C.9

Analyze the correlation between personal and financial behavior and employability.