

Soccer I (6)

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **1st Marking Period**
Length: **4 Weeks**
Status: **Published**

Soccer I Overview

Soccer helps to improve a student's health related fitness as well as their foot-eye coordination. Soccer is a team game that helps students work together to communicate and cooperate with one another to achieve a common goal. In this unit, students will learn the how to kick and trap a Soccer ball using the inside and outside of their foot. Students will also be introduced to basic rules of Soccer in order to successfully participate in a game.

Transfer

Students will be able to independently use their learning to...

- participate successfully in a game of Soccer and enjoy the physical, social and mental benefits of the game to improve their overall health.

Meaning

Understandings

Students will understand...

- how to kick a soccer ball using the correct form.
- how to trap a soccer ball using the correct form.
- the rules of Soccer.

- the origin and cultural background of Soccer.
- how Soccer enhances their cardiorespiratory endurance.
- what sportsmanship and cooperation looks like on the Soccer field.

Essential Questions

Students will keep considering...

- how concepts of force and motion affect the skill performance in a game situations.
- why practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
- there is a strong cultural, ethnic, and historical background associated with competitive sports.
- to what extent Soccer improves skill-related fitness versus health-related fitness.

Application of Knowledge and Skill

Students will know...

Students will know...

- the proper mechanics of kicking.
- the proper mechanics of trapping.
- the rules for a game of Soccer.
- sportsmanship rules while playing a competitive game.
- the health related fitness components related to playing a game of Soccer.

Students will be skilled at...

Students will be skilled at...

- kicking a soccer ball
- trapping a soccer ball
- working with teammates to achieve a common goal
- identifying and following the rules of Soccer

Academic Vocabulary

Learning Goal 1

Students will kick a soccer ball using the correct form.

- Students will kick a soccer ball using the correct form.

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|---------------|--|
| 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.4 | Use self-evaluation and external feedback to detect and correct errors in one's movement performance. |

Target 1

Students will practice kicking a ball with the inside part of their foot to a partner.

Target 2

Students will practice kicking a ball with the outside part of their foot to a partner.

Learning Goal 2

Students will trap a soccer ball using the correct form.

- Students will trap a soccer ball using the correct form.

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|---------------|--|
| 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.4 | Use self-evaluation and external feedback to detect and correct errors in one's movement performance. |

Target 1

Students will practice trapping a ball passed to them, so that they do not lose possession of the ball.

Target 2

Students will practice trapping a ball that is moving away from them.

Learning Goal 3

Students will explain the rules of Soccer.

- Students will explain the rules of Soccer.

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| 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. |
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Target 1

Students will identify Soccer Field Dimensions and Out of Bounds Rules.

Target 2

Students will identify and explain the following rule infractions:

- Handball
- Holding
- Tripping

Learning Goal 4

Students will identify the origin and cultural background of Soccer.

- Students will identify the origin and cultural background of Soccer.

HPE.2.5.6.C.3

Relate the origin and rules associated with certain games, sports, and dances to different cultures.

Target 1

Students will explain where Soccer began and how it has evolved over time.

Target 2

Students will explain the cultural significance of Soccer around the world.

Learning Goal 5

Students will explain how Soccer enhances their cardiorespiratory endurance.

- Students will explain how Soccer enhances their cardiorespiratory endurance.

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.

Learning Goal 6

Students demonstrate proper sportsmanship and cooperation during games.

- Students demonstrate proper sportsmanship and cooperation during games.

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.

Summative Assessment

Kick Form Checklist

21st Century Life and Careers

WORK.5-8.9.1.8.1 Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.

WORK.5-8.9.1.8.2 Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.

WORK.5-8.9.1.8.C.1 Determine an individual's responsibility for personal actions and contributions to group activities.

WORK.5-8.9.1.8.C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.

WORK.5-8.9.1.8.C.3 Model leadership skills during classroom and extra-curricular activities.

Formative Assessment and Performance Opportunities

Teacher will monitor students during skill activities and provide positive feedback to correct their form.

Differentiation/Enrichment

Each student is provided an opportunity to be successful through the use of monitoring, equipment and repetition.

Unit Resources

Soccer Balls

Cones

Jerseys

Goals