

# Soccer II (7)

Content Area: **Physical Education**  
Course(s): **Physical Education**  
Time Period: **1st Marking Period**  
Length: **3 Weeks**  
Status: **Published**

## Soccer II

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In this unit, students will continue to refine their skill technique and be introduced to team strategies to succeed in a game setting for Soccer. Students will practice passing and trapping to maintain possession in a game situation. Students will be introduced to offensive strategies like team formations and cutting through gaps to create space for teammates on the field. Students will also take a leadership role by evaluating classmates on their skill performance and give feedback to help students improve their skill level.

## Transfer

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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

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## Understandings

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Students will understand that...

- in order to maintain possession of the ball during a game, you need to be able to kick with accuracy and trap the ball at your feet.

- by watching and evaluating a classmate performing a skill, they in turn are gaining knowledge to help them perform the skill themselves.

- cooperation and teamwork are essential skills that you will need for the rest of your life.

## Essential Questions

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Students will keep considering...

- what impacts movement skill performance other than practice and effort?
- what self-initiated behaviors promote personal and group success?
- how movement activities provide a timeless opportunity to connect with other people?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

- how to pass and trap in a game situation to maintain possession.
- how to peer evaluate a classmate's skill technique.
- team formations used in soccer.
- how to create space on the field for themselves and for teammates.

### **Students will be skilled at...**

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Students will be skilled at...

- passing and trapping in a game situation.
- evaluating others on their skill technique.
- organizing their team into a team formation.
- identify and moving to the open space on the field.

## **Academic Vocabulary**

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## **Learning Goal 1**

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Students will kick and trap a soccer ball, using the correct form, in a game situation.

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|---------------|--|
| HPE.2.5.8.A.1 | Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities). |
| HPE.2.5.8.A.2 | Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.  |
| HPE.2.5.8.A.4 | Detect, analyze, and correct errors and apply to refine movement skills.   |

## **Target 1**

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Students will practice kicking and trapping to one another on the move.

## **Target 2**

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Students will kick and trap to maintain possession of the ball against an opposing team.

## **Learning Goal 2**

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Students will move to the open space on the field to create space for the offense during a game situation.

- Students will move to the open space on the field to create space for the offense during a game situation.

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|---------------|--|
| HPE.2.5.6.B.3 | Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.    |
| HPE.2.5.8.B.1 | Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings. |
| HPE.2.5.8.B.2 | Assess the effectiveness of specific mental strategies applied to improve performance.                     |

## **Target 1**

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Students will explain how moving to the open space on the field creates space for teams move with and without the ball.

## **Target 2**

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Students will practice moving to the open space on the field during a game situation.

## **Learning Goal 3**

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Students will identify different position formations teams can use during a game of soccer, and analyze their effectiveness.

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|               |  |
|---------------|--|
| HPE.2.5.6.B.3 | Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.    |
| HPE.2.5.8.B.1 | Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings. |
| HPE.2.5.8.B.2 | Assess the effectiveness of specific mental strategies applied to improve performance.                     |

## **Target 1**

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Students will identify the different team formations that are used in Soccer.

## **Target 2**

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Students will organize their team into a team formation that they chose.

## **Target 3**

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Students will self-reflect after a game and evaluate the effectiveness of their team formation.

## **Learning Goal 4**

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Students will peer evaluate classmates on skill performance and provide them with feedback.

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**Target 1**

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Students will identify the form points for kicking and trapping.

**Target 2**

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Students will evaluate teammates on their kicking and trapping form.

**Summative Assessment**

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Peer Evaluation Skill Checklist

**21st Century Life and Careers**

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|--------------------|---|
| WORK.5-8.9.1.8.1   | The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time. |
| WORK.5-8.9.1.8.1   | Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.    |
| 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.B.1 | Use multiple points of view to create alternative solutions.  |
| 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**

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

## **Differentiation/Enrichment**

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

## **Unit Resources**

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Soccer Balls

Cones

Goals

Jerseys