

Soccer II (7)

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

Soccer II

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

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 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

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

Students will know...

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...

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

Learning Goal 1

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

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

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

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

Target 2

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

Learning Goal 2

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.

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

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

Target 2

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

Learning Goal 3

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

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

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

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

Target 2

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

Target 3

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

Learning Goal 4

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

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

Target 1

Students will identify the form points for kicking and trapping.

Target 2

Students will evaluate teammates on their kicking and trapping form.

Summative Assessment

Peer Evaluation Skill Checklist

21st Century Life and Careers

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

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

Goals

Jerseys