Sept. Soccer - Grade 6

Content Area: **P.E.**
Course(s):
Time Period: **September**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

This unit teaches the vocabulary terms and skills needed to play the game of soccer.

Enduring Understandings

Lifelong fitness is a goal that is achieved by developing skills that allow us to engage in a variety of sports in a safe and enjoyable manner.

Essential Questions

What are the vocabulary terms in soccer a person must know in order to play the game?

What are the rules for playing soccer?

How do you play soccer safely?

Instructional Strategies & Learning Activities

Skills Covered:

A. Passing

-foot placement

-contact point

-Body Positioning

-Follow-Through

B. Trapping

-Toe Tapping

-foot trapping

-body trapping

C. Throw-ins

-Rules

-foot placement

-hand placement

-follow-through

D. Offense/Defense

-creating space

-corner kicks

-penalty kicks

-give and go

Lesson 1:

Objective	Activity:	Equipment	Assessment:
Students will review terms and practice the basic skills needed to play soccer. Dribbling, trapping and passing.	Students will be given a number. The number represents their team. Each student will belong to a team (have a number). Students will practice different skills in their teams by dribbling up around the cone and coming back to their team. Once they return to their team they will pass the ball and trap it. Each student will get at least 2 chances on each drill.	Cones, balls.	Teacher will observe the student's skill level in order to put them on teams later on in the unit. Teacher will make sure students are following instructions. Guided Discovery

Lesson 2:

Objective	Activity	Equipment	Assessment
Students will be able to perform the trap and the kick/pass correctly. Students will play an organized game of sideline soccer.	Students will be shown how to trap the ball in various different ways. Students will be shown how to kick with the inside or outside part of their foot. Then students will be broken off into groups and practice trapping and	Soccer balls, shin guards, pinnies	Guided Discovery Following instructions Being prepared

	kicking. After that students will be broken off into teams for sideline soccer.		Executing the skills Teacher will observe the students and make sure students are participating in a safe and fair manner.

Lesson 3 and 4

Objective Students will be able to execute soccer skills at each station, Skills: passing, trapping, throw-ins, corner-kicks, dribbling, penalty kicks, give and goes.	Soccer stations Students will be shown how how to effectively excute each skill at each station. Then students will take turns practicing these skills at each station and rotate when the teachers sounds the whistle. Station 1: Corner kicks Station 2: Throw-ins Station 3: Dribbling relays Station 4: PK Station 5: Passing and Trapping Station 6: Give and Go	Equipment Soccer balls, shin guards, pinnies, cones, goals	Assessment Guided Discovery Following instructions Being prepared Executing the skills Teacher will observe the students and make sure students are participating in a safe and fair manner

Lesson 5

Objective Students will use the skills they learned in previous classes to play the game of soccer. Students will learn teams and will come up with name of team and captain.	Activity Students will be broken off into fair teams by the teacher. Students will review the rules of soccer. Students will play a game of soccer. Students will work in their groups discussing who will be assigned to different roles like captain, score keeper, etc. If time allows have students conduct a	Equipment Soccer ball. Pinnies. Notecards and pencils.	Assessment: Notecards filled out correctly.

	practice.		

Lesson 6

Objective	Activity	Equipment	Assessment
Students will be able to select the teams they are going against, set-up their games, report to their fields and use the skills they learned in previous classes in a game setting.	Students will put pinnies and shin guards on. Captains will discuss which teams they will play and the field location. Captains will discuss strategies with their team and report to the field they decided on. Students will play their games and use the skills taught in previous classes. At the end of the game teams will get together with score keepers to figure out who scored. Score keepers will record the scores on their score cards.	Soccer ball. Pinnies. Score cards, shin guards.	Teams report to correct fields. Teams start on time and play safely and effectively. Students work together to make sure score card is filled out correctly.

Lesson 7

Objective	Activity	Pencil and Tests	Test
Students will display their knowledge on all that they have learned in the soccer unit.	Complete the Soccer Test		

Integration of Career Readiness, Life Literacies and Key Skills

Students choose the various responsibilities for the game play and record accordingly. Students must exhibit responsibilities of safe environment, care for equipment, and cooperative skills to safely and fairly participate in game play.

9.2.8.CAP	Career Awareness and Planning An individual's strengths, lifestyle goals, choices, and interests affect employment and income. Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.4.8.CT	Critical Thinking and Problem-solving
	Multiple solutions often exist to solve a problem.
	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Technology and Design Integration

Video streaming of appropriate techniques and skills for individual and team participation in the game of soccer.

Interdisciplinary Connections

Students will be introduced to sport specific terminology and be able to demonstrate accurate use of vocubulary terms in a summative assessmentand express appropriate use of terms during game play.

LA.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.8.1.B	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Choices will be offered for students to match skill set and confidence levels with positions played.

Students may also elect to have more responsibility and leadership roles with their teams.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

Physical and learning accommodations based on individual IEP's will be closely monitored.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

Additional Benchmarks used in this unit:

Various skills assessments and observing appropriate skills and techniques during game play will be used.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can

include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Skills assessments, teacher observation, student self-assessment, peer assessment will be used to support development of soccer techniques and strategies.

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Successful completion of the final soccer written test.

Instructional Materials

Soccer equipment

Teaching materials

Standards

2.2.8	Physical Wellness
2.2.8.MSC	Movement Skills and Concepts
	Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).
2.2.8.MSC.1	Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill

	practice) into applied settings (e.g., games, sports, dance, recreational activities).
2.2.8.MSC.2	Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
2.2.8.MSC.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).
	Feedback from others and self-assessment impacts performance of movement skills and concepts.
2.2.8.MSC.4	Analyze, and correct movements and apply to refine movement skills.
	Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.
2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
2.2.8.MSC.6	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
2.2.8.PF	Physical Fitness
	A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T.).
2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity.