



Manhattan Center for Science and Math High School

Physical Education Department Curriculum

Soccer

<http://mcsportal.net>

Marking Period 2

Topic and Essential Question (6 Week Unit)

Week 1-What is the history of soccer? How to properly pass a soccer ball using the inside of the foot pass? What are the cues students should follow to properly pass the ball? How do properly trap a soccer ball? What are some trapping techniques used in soccer?

Week 2-How to properly dribble a soccer ball? What are the different dribbling techniques used in the game of soccer? How to properly use the outside of the foot to dribble a soccer ball?

Week 3-What are the different shooting techniques used in the game of soccer? What are the roles and responsibilities of a goalkeeper? What are the game rule that specifically apply to the goalkeeper?

Week 4- What are the rules of the game of soccer? What are some rule modifications we must put in place when playing soccer half-court games?

What are formations in the game of soccer? What are the most commonly used formation in the game of soccer? How does sportsmanship impact the soccer game? What is a free kick? How to properly throw in a soccer ball? What are the different penalties that a player may receive in the game of soccer?

Week 5-How can we improve on the skills we are currently using in the soccer games? How do the games we are playing on the half-court differ from playing full-court games? What are some strategies the teams can use to improve the game play?

Week 6- What have we learned from soccer unit and the games played?

Unit/Topics

Week 1- History of soccer, passing a soccer ball, trapping a soccer ball

Week 2- Dribbling a soccer ball, combining all of the skills learned into different drills

Week 3- Shooting a soccer ball, goalkeeping, shooting/goalkeeping drills

Week 4- GAMEPLAY-Rules of the game, soccer positions, rule modification in the gymnasium, soccer formations

Week 5- GAMEPLAY-strategies, reflection on the skills, penalties and free kicks,

Week 6-GAMEPLAY- physical and written assessment

SWBAT/Objectives

Student Learning Outcomes/Student Objectives:

Psychomotor domain-

As a result of participating in the soccer unit, students will use the learned skills (passing, trapping, dribbling, shooting, goalkeeping) to play half and full court games with their peers. Students will learn the correct way of performing each skills and how to combine all of the skills when working with teammates.

Cognitive domain-

As a result of participating in the soccer unit, students will understand the correct steps needed to execute each skills and when it is appropriate for the student to use the skills. Students will also understand the concept of teamwork, sportsmanship, and formations in order to play a successful game of soccer.

Affective domain-

As a result in participating in the soccer unit, students will learn through peer demonstrations, class discussions, group and individual practice. Students will be able to work with their peers to improve on the skills learned in the unit and apply the knowledge gained to play a game of soccer outside of the school physical education setting.

Vocabulary/Key

Forward/striker, midfielder/halback, defender/fullback, dribble, offside, out of bounds, corner kick, goal kick, throw in, shinguard, kick-

Terms	off, direct kick, indirect kick, yellow card, red card, penalty kick, header, tackling, pass, FIFA, Fake, Foul, Free kick, 4-4-2, 4-3-3, goal, goalkeeper, shot, Work Cup, assist, Box,
Assessments:	Visual Assessment, Skill Rubrics, Physical Skill Assessment, Written Assessment
NYS Standards/Common Core Standards:	<p><u>NYC Content Standards/Benchmarks:</u></p> <p>Personal Health & Safety: This lesson incorporates the key idea of motor performance. The students will number of soccer skills which they will use when playing soccer games.</p> <p>A Safe and Healthy Environment: The unit incorporates the key ideas regarding personal behavior during physical activity. The students will follow the rules and directions of the lesson's activities, drills, and procedures. Students will also learn the key terms and use the vocabulary in the game setting. Students will adhere to the modifications set in place to safely participate in the games.</p> <p>Resource management: This unit will teach students the necessary skills students will need to play a game of soccer. From the knowledge gained students will be able to play the game on their own free time outside of the school setting.</p>
Differentiated Instruction:	<ul style="list-style-type: none"> • Flexible grouping • Cooperative Learning • Visual Learning through peer demonstration • Motivation through visual and interactive questions
ELLs:	<ol style="list-style-type: none"> 1. Grouping students who are ELL with students who speak the same language 2. Visual demonstration of the skills and drills
SWDs:	<ol style="list-style-type: none"> 1. Review of the skills and concepts learned in the previous lesson 2. Grouping with students who are excelling at the skill to aid students who are having difficulties
High-Achievers:	Use the students how are high achieving in the sport/skill to work with students are learning the skills. Students will be asked to present the skill to the class and explain the best sequence of steps he/she used in order to successfully execute the skill.
Resources/Books	Rubrics, Reading materials sent through Pupil Path,

Homework: Per Teacher