

**Physical Education
Unit 15: Soccer**

<p align="center">Essential Understandings</p>	<ul style="list-style-type: none"> ▪ There are benefits to physical activity, cooperation, and team work in soccer.
<p align="center">Essential Questions</p>	<ul style="list-style-type: none"> ▪ What is a soccer goal kick? ▪ What is a soccer corner kick? ▪ What is heading the ball? ▪ What is juggling?
<p align="center">Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ Basic Rules <ul style="list-style-type: none"> ○ Eleven players on a team. 1 goalie. ○ Players can go anywhere on the field. ○ Must use feet to advance the ball by kicking it. ○ Goalie can use his/her hands. ○ Two hand overhead throw-in when ball is out of bounds on the side. ○ Goal kick when offensive player kicks ball over goal line. Corner kick when defensive player kicks ball over end line. ▪ Scoring <ul style="list-style-type: none"> ○ Goal = 1 point ▪ Safety <ul style="list-style-type: none"> ○ No “tackling”. ○ May use your hands to protect your face. ○ No pushing other players
<p align="center">Vocabulary</p>	<ul style="list-style-type: none"> ▪ <u>Terms</u>: <ul style="list-style-type: none"> ○ Heading, juggling, goal, throw-in, goal kick, corner kick.
<p align="center">Essential Skills</p>	<ul style="list-style-type: none"> ▪ Demonstrate appropriate heading, juggling, corner kicking, and goal kicking techniques. ▪ Demonstrate good sportsmanship and ability to work with a team.
<p align="center">Related Maine Learning Results</p>	<p><u>Health and Physical Education</u></p> <p>G. Movement/Motor Skills and Knowledge</p> <p>G1. Stability and Force</p> <p>Students change their motion and the motion of objects by applying the principles of stability and force during skill practice.</p> <ol style="list-style-type: none"> a. Demonstrate the principle of opposition. b. Demonstrate how the point of contact changes the path of an object. c. Demonstrate how the point of release changes the path of an object. <p>G2. Movement and Skills</p> <p>Students demonstrate motor skills and manipulative skills during drills or modified games/physical activities.</p> <ol style="list-style-type: none"> a. Demonstrate correct technique for motor skills and

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	<p>manipulative skills during drills or modified games/ physical activities.</p> <p>b. Combine manipulative skills with motor skills during drills or modified games/physical activities.</p> <p>G3. Skill-Related Fitness Components Students describe the following skill-related components: balance, coordination, agility, speed, and power.</p> <p>G4. Skill Improvement Students explain how specific, positive, and correct feedback affect skill improvement.</p> <p>I. Personal and Social Skills and Knowledge</p> <p>I1. Cooperative Skills Students demonstrate cooperative and inclusive skills while participating in physical activities.</p> <p>a. Work together as a team.</p> <p>b. Respond appropriately to peer pressure.</p> <p>c. Manage conflict.</p> <p>d. Engage peers respectfully in activities.</p> <p>I2. Students demonstrate responsible personal behaviors while participating in physical activities.</p> <p>I3. Safety Rules and Rules of Play Students describe game/physical activity rules and safety rules and their purpose.</p> <p>a. Explain the purpose for modifying playing rules in specified situations.</p> <p>b. Explain the safety rules and possible risks associated with specific games/physical activities.</p>
<p>Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Partner drills requiring students to use head passes and juggle moves to partner who heads or juggles back to partner.
<p>Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Classroom/field observation ▪ Skills checklist
<p>Sample Resources</p>	<ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ <u>Complete Physical Education Plans For Grades 7-12 – Kleinman</u> ○ <u>Physical Education for Children – Lee, Thomas, Thomas</u> ○ <u>Student-Centered Physical Education – Smith, Cesaro</u>

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