

Physical Education Middle School
Canterbury Public Schools

Subject	Physical Education															
Grade Level	Middle School Grades 5 -8															
Unit Title	Soccer															
Unit Goals	<p>Grade 5 and 6</p> <ul style="list-style-type: none"> ● Recognize positions on the soccer field ● Communicate in a group setting (team) ● Rules and Regulations of soccer ● Dribbling, passing, creating space, receiving, shooting <p>Grade 7 and 8</p> <ul style="list-style-type: none"> ● Strategizing developing different tactics and game plans ● Scorekeeping and officiating ● Group strategizing ● Problem solve (more than one possibility) ● Apply learned skills in a real-world situation 															
Pacing (# of weeks)	4 weeks All grades 5 -8															
Standards	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="background-color: #cccccc;">CT Physical Education Standards</th> </tr> </thead> <tbody> <tr> <td style="width: 10%; text-align: center;">9</td> <td>Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.</td> </tr> <tr> <td style="text-align: center;">10</td> <td>Students will demonstrate an understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.</td> </tr> <tr> <td style="text-align: center;">11</td> <td>Students will participate regularly in physical activity.</td> </tr> <tr> <td style="text-align: center;">12</td> <td>Students will incorporate fitness and wellness concepts to achieve and maintain a health-enhancing level of physical fitness.</td> </tr> <tr> <td style="text-align: center;">13</td> <td>Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.</td> </tr> <tr> <td style="text-align: center;">14</td> <td>Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.</td> </tr> </tbody> </table>		CT Physical Education Standards		9	Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	10	Students will demonstrate an understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.	11	Students will participate regularly in physical activity.	12	Students will incorporate fitness and wellness concepts to achieve and maintain a health-enhancing level of physical fitness.	13	Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.	14	Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.
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Content/Conceptual	Participating in physical activities has healthful benefits and enables people to															

Knowledge (know)	remain alert, engaged, (healthy mind and body)
Skills (be able to do)	<ul style="list-style-type: none"> ● Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities ● Demonstrate an understanding of concepts as they apply to the learning and performance of physical activities ● Soccer related skills of <ul style="list-style-type: none"> ○ Dribbling ○ Passing ○ Receiving ○ Striking ○ Creating space ○ Offensive and defensive skills
Essential Questions	<p>How does participating in physical activities keep one healthy?</p> <p>What different ways can the body move given a specific purpose?</p> <p>How can I move effectively and efficiently?</p> <p>What can I do to be physically active, and why is this important?</p> <p>Why is it important to be physically fit and how can I stay fit?</p> <p>How do I interact with others during physical activity?</p> <p>How will physical activity help me now and in the future?</p>
Enduring Understandings	<p>Students will be able to understand...</p> <ul style="list-style-type: none"> ● competency in motor skills and movement patterns needed to perform a variety of soccer skills. ● movement concepts, principles, strategies and tactics as they apply to soccer skills. ● that soccer skills are only one way to participate regularly in physical activity. ● how active participation in soccer can incorporate fitness and wellness concepts to achieve and maintain a health-enhancing level of physical fitness. ● how exhibiting responsible personal and social behavior while practicing soccer skills will respect self and others. ● how choosing physical activity through soccer for health, enjoyment, challenge, self-expression and/or social interaction will allow for one to sustain a physically active lifestyle.
Vocabulary	<ul style="list-style-type: none"> ● Dribbling (soft toes, under control, eyes up, inside vs. outside of foot) ● Passing (Inside of foot, looking at receiver, leading passes)

	<ul style="list-style-type: none"> ● Striking / Shooting (Inside of foot / laces, chipping, planting foot, body positioning) ● Defense (Staying a step ahead of opponent, body placement, goalie responsibility / positioning) ● Offense (creating space, dribbling, passing, striking/shooting)
Common Learning Experiences broken down by standard addressed in the unit	<p>Student Can:</p> <ul style="list-style-type: none"> ● Participate in soccer related activities outside of the Physical Education setting. (Psychomotor Standard / Domain) ● Understand how soccer related skills can apply to a variety of different physical activities. (Cognitive Standard / Domain) ● Work effectively and efficiently with a variety of different people, regardless of background or skill level. (Affective Standard / Domain)
Assessments	<ul style="list-style-type: none"> ● Skill checks ● Stations checks ● Knowledge checks ● Peer assessments <p>** Students will be assessed daily on their understanding and proficiency level of warm up and activity periods. This assessment will be based off a written rubric.</p>
Resources	<ul style="list-style-type: none"> ● Various Levels of Technology <ul style="list-style-type: none"> ○ Videotape ○ Coaches Eye (app) ● P.E. Central Lesson Ideas
Student Resources	<ul style="list-style-type: none"> ● Stopwatches ● Nets ● Placemats ● Balls ● Pinnies ● Cones
Teacher Resources	<ul style="list-style-type: none"> ● Cones ● Timers ● Floor Tape ● Team Makers ● Planning Periods ● Whistles ● Music/Speaker
Strategies	<p><u>Coaches Eye</u> for the purpose of...</p> <ul style="list-style-type: none"> ● student reflection / assessment ● teacher assessment ● peer assessment ● feedback opportunities <p>Other Teaching Strategies...</p> <ul style="list-style-type: none"> ● partner work / partner feedback

	<ul style="list-style-type: none">● individual work● divergent problem-solving● direct teaching
Behaviors	Students will learn to... <ul style="list-style-type: none">● Persevere● Play fair● Take turns● Peer assess