

Englewood Public School District

Physical Education

Grade 4

Unit 1: Soccer and Ultimate Football

Overview: Fourth grade students will engage in games and sports that will assist in developing motor skills and physical fitness. Lifelong fitness habits are developed as students engage in games that can be played for recreation. Team work is a focus as students also work on their coordination and balance.

Time Frame: One Marking Period

Enduring Understandings:

- *Understanding how critical aerobic exercise is to the overall health of an individual.*
- *Body awareness and coordination are necessary components of a well-grounded individual.*
- *Cooperation within a team/group is necessary to function in all areas.*
- *Teamwork and communication are essential to ensure the best possible results during game play.*

Essential Questions:

- *What components of fitness does soccer encompass?*
- *How does soccer increase the fitness level of each individual?*
- *What components of fitness does ultimate football contain?*
- *How does teamwork and communication effect game play in team sports?*
- *How does ultimate football increase the fitness level of each person?*

| Standards | Topics and Objectives | Activities | Resources | Assessments |
|--|--|--|---|---|
| <u>Comprehensive Health and Physical Education</u> 2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, | Topics Soccer | Students will read an article about the science of soccer. Students will discuss in small groups the main idea of the text. (NJSLA S1)(NJSLS RI 4.2) | Equipment: <ul style="list-style-type: none"> • Cones • Indoor soccer balls • Outdoor soccer balls • Pinnies | Formative Assessment: <ul style="list-style-type: none"> • Teacher observation of identified soccer techniques and team work strategies |
| | Objectives Students will know and be able to: <ul style="list-style-type: none"> • Explain the safety rules of each activity • Effectively move safely through space while | <ul style="list-style-type: none"> • Line Dribble Weave • Line Dribble • Weave/Pass/Trap • Keep Away | Kentucky Youth Soccer: http://www.kysoccer.net/coaches/lesson_plans/ | Benchmark Assessment: Common Formative Assessment Summative Assessment: |

and recreational activities).

2.5.4.A.2

Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.

2.5.4.B.1

Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).

2.5.4.C.2

Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

2.6.4.A.2

Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.

actively participating. This will benefit their development of spatial awareness.

- Demonstrate an understanding of movement concepts and the use of motor skills.
- Demonstrate the ability to use effective interpersonal skills.
- Demonstrate and understanding and respect for themselves, each other, equipment, and the rules of the game.
- Demonstrate proper technique when dribbling a soccer ball.
- Demonstrate proper technique when passing a soccer ball.
- Demonstrate proper technique when trapping a soccer ball.
- Demonstrate proper technique when shooting a soccer ball.
- Demonstrate proper technique when catching a soccer ball as a goal keeper.
- Play safe, play fair and have fun!

- Circle Soccer Pass
- Soccer Goal Challenge
- Steal the Bacon
- Zone Soccer

Kentucky Youth Soccer:

- Attaching & Shooting
- Defending
- Dribbling
- Fitness/Psychological
- Formation/Systems of Play
- Warm Up Activities
- Set Plays
- Goal Keeping
- Passing/Receiving
- Possession
- Tactical

Central Washington University, PE Curriculum – Soccer Unit Plan

US Youth Soccer:

- Receiving
- Dribbling
- Passing
- Pairs Activities

Eastern Pennsylvania Youth Soccer:

- Heading
- Passing
- Dribbling

Students will describe how engineers helps athletes perform at their best.

Central Washington University, PE Curriculum – Soccer Unit Plan, www.pelinks4u.org/naspeforum/discus/messages/1239/soccer-2804.pdf

US Youth Soccer, <https://www.usyouthsoccer.org/lesson-plans/>

Student Text: Science of Soccer <https://www.readworks.org/article/The-Simple-Physics-of-Soccer/f2a4252c-af7a-4f86-9fcd-b9cd7f186385#!vocabularySection:apply/questionsetsSection:362/articleTab:content/>

Energy Transfer in Soccer <https://www.oercommons.org/courses/engineering-in-sports/view>

Soccer Skills Assessment, Hawks PE, http://www.hawkspe.com/pdf/soccer_skills_rubric.pdf

Alternative Assessment:

- Self-assessment
- Peer assessment

Students will be able to explain to a peer how energy is transferred when kicking a ball in soccer.
(NJSLA SL2)(4.PS3.1)

Comprehensive Health and Physical Education

2.5.4.A.1

Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.4.A.2

Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.

2.5.4.A.1

Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied

| Topics | Objectives | Equipment: | Formative Assessments: |
|-------------------|---|---|--|
| Ultimate Football | Students will know and be able to: | <ul style="list-style-type: none"> • Grip Throwing • Line dot drill • 2 By 2 Throwing • Punting • Place Kick • Line Dot Drill | <ul style="list-style-type: none"> • Teacher observation of participation and effort |
| | <ul style="list-style-type: none"> • Dynamic warm up/flexibility exercises • Proper throwing technique • Proper catching technique • Concepts on route running (how to) • Basic rules and strategies of the game of football. • Learn offensive/defensive principles. • Learn and perform throwing/catching drills. • Learn and perform evasion techniques • Learn and perform flag pulling techniques | <p>Play. Learn. Share. The S&S Worldwide, Football Activities for Physical Education, http://www.ssw.com/blog/football-activities-for-physical-education/</p> <ul style="list-style-type: none"> • Bulletin Boards <ul style="list-style-type: none"> ○ Fun Football Facts ○ College Football Score Board • Assessments • Instant Activities • Lessons for Grades 3-5 <ul style="list-style-type: none"> ○ Invade and Conquer Lead Up Activity ○ Football Downs <p>Rhythms of Life Disk Skills:</p> <ul style="list-style-type: none"> • Catching • Simple Catching Exercises | <p>Summative Assessment:</p> <ul style="list-style-type: none"> • Observation of throwing and catching skills <p>Alternative Assessment:</p> <ul style="list-style-type: none"> • Self-assessment of identified skills and habits of mind • Peer assessment of identified skills and team work strategies |

settings (i.e., games, sports, dance, and recreational activities).

2.5.4.A.2

Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.

2.5.4.B.1

Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).

2.5.4.C.2

Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

2.6.4.A.2

Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.

- Learn and perform different games (2v2, 3v3, etc.)
- Learn and perform tournament game play
- Partner Group Catching
- Line Catch
- Throwing
- The Backhand

Key Vocabulary:

Soccer

- **Breakaway** - Counter attack where rapid movement is made into forward space. Counter attacking soccer is a strategy employed by teams when playing away from home.
- **Control (ball)** - Bringing the ball under control by cushioning its arrival at a player with a surface on the body
- **Dribbling** - The art of close control while moving with the soccer ball at the feet
- **Free kick** - Dead ball restart situation when play has been stopped by the referee for an infringement of the laws of the game
- **Pass** - Technique to move the ball from one player to another. Various techniques apply, chip, half volley, push, lofted etc
- **Save** - When the goal keeper or defender prevents a goal!
- **Through pass** - A pass which is played between two defenders for an attacker to run onto

Ultimate Football

- **Down** – A period of action that starts when the ball is put into play and ends when the ball is ruled dead (meaning that the play is completed).
- **End zone** – A 10-yard-long area at both ends of the field — the promised land for a football player.
- **Extra point** – A kick, worth one point, that’s typically attempted after every touchdown
- **Fumble** – The act of losing possession of the ball while running with it or being tackled.
- **Interception** – A pass that’s caught by a defensive player, ending the offense’s possession of the ball.
- **Kickoff** – A free kick (the receiving team can’t make an attempt to block it) that puts the ball into play.
- **Touchdown** – A score, worth six points, that occurs when a player in possession of the ball crosses the plane of the opponent’s goal line, or when a player catches the ball while in the opponent’s end zone, or when a defensive player recovers a loose ball in the opponent’s end zone.

Integration of 21st Century Standards:

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community..

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/
This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental

considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements. This will include allowing more opportunities to demonstrate creativity .

| English Language Learners | Special Education | At-Risk | Gifted and Talented |
|--|--|--|--|
| <ul style="list-style-type: none"> ● Speak and display terminology and movement ● Teacher modeling ● Peer modeling ● Label classroom materials ● Word walls ● Relate to sports in students home country if new-comer | <ul style="list-style-type: none"> ● Utilize modifications & accommodations delineated in the student's IEP ● Work with paraprofessional ● Break tasks into manageable chunks ● Use multi-sensory teaching approaches. Textured balls, and other props provide helpful visual, auditory, and tactile reinforcement of ideas. ● Work with a partner ● Provide concrete examples and relate all new movements to previously learned moves (throw basketball into bucket first). ● Solidify and refine concepts through repetition. ● Change movement requirements ● Focus on student's attempts instead of precise form | <ul style="list-style-type: none"> ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Review behavior expectations and make adjustments as needed. ● Oral prompts can be given. ● Using visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. ● Peer Support | <ul style="list-style-type: none"> ● Students can complete extend research outside of the classroom ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content (other sports) ● Real world scenarios ● Student Driven Instruction |

Interdisciplinary Connections:

ELA - NJSLS/ELA:

NJSLS RI.4.2. Determine the main idea of a text; and explain how it is supported the key details; summarize the text.

Anchor Standards:

NJSLSA.RI. 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Science:

4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.

Integration of Technology Standards NJSLS 8:

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP12. Work productively in teams while using cultural global competence.