

Englewood Public School District

Physical Education

Grade 3

Unit 1: Soccer and Football Skills

Overview: Third grade students will engage in games and activities that will assist in developing motor skills and physical fitness. Team work is a focus as students also work on their coordination and balance. Lifelong fitness habits are developed as students engage in games that can be played as they grow and develop.

Time Frame: One Marking Period

Enduring Understandings:

- Soccer is a team sport which develops many useful motor skills presented in the growth of physical development in a child.
- The motor skills presented in Soccer are shown in a variety of different sports and activities influential to child's development.
- Soccer also present team unity which important for young children to grow.
- Football is a team sport which develops many useful motor skills presented in the growth of physical development in a child.
- The motor skills presented in Football are shown in a variety of different sports and activities influential to child's development.

Essential Questions:

- What are the different types of strategies used in soccer?
- Can students use teamwork to succeed?
- What football skills are used in other sports?

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,	<p style="text-align: center;">Topics</p> <p>Soccer</p> <p style="text-align: center;">Objectives</p> <ul style="list-style-type: none"> • Students will be shown the correct form to shoot, pass, dribble • Students will put their previously learned skills 	<p>Students will read an article about how soccer can help refugees adjust to life in America. Students will identify the main idea and report back to their small group.(NJSLS RI 3.2)(NJSLS SL.1)</p> <p>Soccer Noodle Tag, PE Central</p>	<p>Equipment:</p> <ul style="list-style-type: none"> • Soccer balls • Cones • Small nets <p>Charts:</p> <ul style="list-style-type: none"> • Physical Education Word Wall <p>Soccer Noodle Tag, PE Central, http://www.pecentral.org/less</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Teacher observation • Summative non-formal assessment • Question and answer group discussion Peer Feedback <p>Benchmark Assessment: Common Formative Assessment</p> <p>Summative Assessments:</p>

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.B.2

Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.

2.5.4.C.1

Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.

into a live game play setting

- Students will understand the difference between offense and defense
- Students will use teamwork to succeed
- Students will act as good team players and show good sportsmanship

Magic Soccer Creatures Go For a Walk, PE Central

Sharks and Minnows Soccer Style, PE Central

Soccer Activities, PE Universe:

- Dribble Thief
- Aerobic Soccer Golf
- Hot Shot Soccer
- Continuous Soccer Kickball
- Soccer Duel
- Soccer Steal the Bacon
- Zone Soccer

Soccer Lesson Plan, SCRIBD

Soccer Lessons, PHYSEDGAMES:

- Steal the Ball
- Hula Knockout
- Longball
- Pin Galore Soccer
- Sideline Soccer
- Tricky Dribbling
- PinBowl Soccer
- Knock it Off
- Bandits
- Goalies Galore

Kicking, College of NJ, Teachers.net

Students will work with a small group to research one

[onideas/ViewLesson.asp?ID=133255#.Wh2CcFVryX0](http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=133255#.Wh2CcFVryX0)

Magic Soccer Creatures Go For a Walk, PE Central, <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=133019#.Wh2C-FVryX0>

Sharks and Minnows Soccer Style, PE Central, <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=2910#.Wh2DIVVryX0>

Soccer Activities, PE Universe, http://www.peuniverse.com/Discussions/detail.cfm?post_id=2233

Soccer Lesson Plan, SCRIBD, <https://www.scribd.com/document/246913270/Soccer-Lesson-Plan-Elementary>

Teacher Resources:

Soccer Unit Play, Adapted PE, Youtube, <https://youtu.be/d9iQDYx6uh8>

Soccer Lessons, PHYSEDGAMES, <https://physedgames.com/category/soccer/>

Kicking, College of NJ, Teachers.net,

Assessment Resources, US Soccer, <https://ussoccer.app.box.com/s/xak2ftadtcbvzo3rc69a>

How to Assess Soccer Players Without Skill Tests, Tom Turner, OYSAN Director of Coaching and Player Development, www.gaasa.org/ftpfiles/assessplayers.pdf

Alternative Assessment:

- Self-Reflection
- Peer Assessment

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.B.1

Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player

		country where refugee children have emigrated from. They will present their Google slide presentation describing how the country is similar and different from the U.S.(6.1.4 A14)(6.1.4 C9)(6.1.4 D2) (NJSLS W.3.7)	https://teachers.net/lessonplans/posts/3757.html Student Text: https://newsela.com/read/elementary-refugee-soccer-camp/id/45403/	
	Topics	Toss it Back, PE Central	Equipment:	Formative Assessments:
	Football Skills	Freezamania Throw and Catch, PE Central	<ul style="list-style-type: none"> • Footballs • Hula-hoops • Cones • Giant bounce ball 	<ul style="list-style-type: none"> • Teacher observation • Summative non-formal assessment • Question and answer group discussion • Peer Feedback
	Objectives	SCORE! Football Warm-up, PE Central	Charts:	Summative Assessment:
	<ul style="list-style-type: none"> • Students will learn how to throw and catch a ball correctly • Students will learn the different football positions • Students will learn how to correctly hold a football • Students will use teamwork to succeed • Students will act as good team players and show good sportsmanship 	Invade and Conquer – Football Lead Up Activity, PE Central	<ul style="list-style-type: none"> • Physical Education Word Wall 	Paper and Pencil Assessment Sheet – Right and Left Handed Grip, Chappaqua School District, http://www2.chappaqua.k12.ny.us/wofaculty/physed/football%20skills%20assessment.pdf
		Hand-Off Tag, PE Central	Toss it Back, PE Central, http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=133253#.Wh2JcFVryX0	
		Bean Bag Battle, PE Central	Freezamania Throw and Catch, PE Central, http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=733#.Wh2JhVVryX0	Alternative Assessment:
		Football Mania, PE Central	SCORE! Football Warm-up, PE Central, http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12775#.Wh2JwIVryX0	<ul style="list-style-type: none"> • Throwing at Targets, PE Central, http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=9896#.Wh2KI1VryX0 • Self-Reflection • Peer Assessment
		NFL Flag Football, Elementary School Curriculum	Invade and Conquer –Football Lead Up Activity, PE Central, http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=133253#.Wh2JcFVryX0	
		Football Drills and Games for Students from Grades 3-12, School Yard		
		Lesson Ideas, Football, BrainPop		
		Students will create word problems about football		

positioning, faking, dodging, creating open areas, and defending space).

2.5.4.B.2

Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.

2.5.4.C.1

Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.

(yards, etc.) using multiplication and division to post on a Football Bulletin Board. Students will solve the problems and put the answers on the back of the problem card.
(3.OA.A.1)

[onideas/ViewLesson.asp?ID=11117#.Wh2J9VVryX0](http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=11117#.Wh2J9VVryX0)

Hand-Off Tag, PE Central,
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=6119#.Wh2KWIVryX0>

Bean Bag Battle, PE Central
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=4175#.Wh2Ki1VryX0>

Football Mania, PE Central,
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=719#.Wh2KxVVryX0>

NFL Flag Football,
Elementary School
Curriculum,
https://www.fueluptoplay60.com/-/media/files/tools-pdfs/futp-60-embedded-tool_flag-football-curriculum-elementary-school.ashx.

Football Drills and Games for
Students from Grades 3-12,
School Yard,
<http://blog.schoolspecialty.com/physical-education/football-drills-and-games-for-students-from-grades-3-12/>

Lesson Ideas, Football,
BrainPop,

<https://educators.brainpop.com/bp-topic/football/>

Football Math (create a worksheet)
<http://www.commoncoresheets.com/Multiplication.php>

Key Vocabulary:

Soccer

- **Dribbling** – the practice of controlling the ball with the feet while moving on the field of play
- **Shoot** – to kick the ball at the opposing goal with the intention of scoring
- **Passing** – to kick the ball in a controlled fashion such that it is transferred to a teammate
- **Goalie** – the position responsible for blocking the opposing team’s shots on goal; only player permitted to touch the ball with their hands

Football

- **Offense** – the team with possession of the ball during a “drive” to the opposing team’s endzone
- **Defense** – the team attempting to reclaim possession of the ball, as well as to prevent the opposing team’s scoring
- **Spiral** – to throw a football in such a way that the ball spins on its long axis, increasing its stability, speed, and accuracy
- **Quarterback** – a player positioned behind the center who directs a team's offensive play
- **Running Back** – an offensive player, typically a halfback, who specializes in carrying the ball.
- **Wide Receiver** – an offensive player who is positioned at a distance from the end and is used primarily as a pass receiver

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 Dance 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 Dance requirements. This will include allowing more opportunities to demonstrate creativity and the design of original choreography.

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. 	<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

	<ul style="list-style-type: none"> ● Change movement requirements ● Focus on student's attempts instead of precise form 		
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Interdisciplinary Connections:

ELA - NJSLS/ELA:

NJSLS RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

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.

Social Studies:

6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

6.1.4.C.9 Compare and contrast how access to and use of resources affects people across the world differently.

6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.

Math:

3.OA.A.3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.¹

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.