

Englewood Public School District

Physical Education

Grade 5

Unit 1: Soccer and Ultimate Football

Overview: Students will develop motor skills and physical fitness through games and sports, such as soccer. Lifelong fitness habits are developed as students engage in games that can be played for recreation. Cooperation and communication is a focus as students engage in team games that will also work on their coordination and balance.

Time Frame: One Marking Period

Enduring Understandings:

- *Comprehension of how critical aerobic exercise is to the lifelong health and well-being of an individual.*
- *Body awareness and coordination are necessary components of a well-grounded individual.*
- *Cooperation within a team/group is necessary for success in all areas of life.*
- *Body awareness and coordination are necessary components for a well-grounded individual.*
- *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?*
- *How does working on a team help improve cooperation skills?*
- *What components of fitness does ultimate football contain?*
- *How does teamwork and communication effect game play in ultimate football?*
- *How does ultimate football increase the fitness level of each person?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<p><u>Comprehensive Health and Physical Education</u></p> <p>2.5.6.A.1</p> <p>Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e.,</p>	<p style="text-align: center;">Topics</p> <p>Soccer</p> <p style="text-align: center;">Objectives</p> <p>Students will know and be able to:</p> <ul style="list-style-type: none"> • Explain the safety rules of each activity 	<p>In groups make a poster with soccer positions.</p> <p>Students will read an article about becoming a professional soccer player. In small groups, students will create questions that they would ask the player to learn more (on</p>	<p>Equipment:</p> <ul style="list-style-type: none"> • Cones • Indoor soccer balls • Outdoor soccer balls • Pinnies <p>Dream Job: Professional Soccer Player https://newsela.com/read/dream-job-soccer-player/id/23474/</p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> • Teacher observation <p>Benchmark Assessment:</p> <p>Common Formative Assessment</p> <p>Summative Assessments:</p> <p>Soccer Dribbling Rubric, Loudoun County Public</p>

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

2.5.6.A.2

Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.

2.5.6.B.1

Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities

2.5.6.C.2

Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety

2.6.6.A.2

Determine to what extent various activities improve skill-related fitness versus health-related fitness.

- Effectively move through space while 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, communication skills.
- Demonstrate and understanding and respect for themselves, each other, equipment, and the rules of the game.
- Demonstrate proper offensive techniques in the game of soccer.
- Demonstrate proper defensive techniques in the game of soccer.
- 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 catching a soccer ball as a goal keeper.
- Play safe, play fair and have fun!

paper, or using digital apps, such as a podcast app).
(NJSLS SL1, NJSLS RI 5.1)

Warm Ups/Soccer Games

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

Kentucky Youth Soccer:

- Warm Up Activities
- Offensive Strategies
- Defensive Strategies
- Cooperative Strategies (Formation/Systems of Play, Dribbling, Passing/Receiving, Setting Plays, etc.)
- Fitness/Psychological
- Goal Keeping
- Possession
- Tactical

US Youth Soccer:

- Passing
- Distribution
- Foot Coordination
- Tackling

Eastern Pennsylvania Youth Soccer:

- Heading
- Passing

Soccer Rules 5th gr.

<http://theyonline.org/wp-content/uploads/2014/06/Soccer-Rules-5th-6th-Grade1.pdf>

Fun Soccer Games, Soccer Coach,

<https://www.soccercoachweekly.net/soccer-drills-and-skills/fun-soccer-games/>

Soccer Unit of Study, Lampasas Independent School District, Texas,

<https://www.lisdtx.org/cms/lib/TX02215761/Centricity/Shared/School%20Health/Soccer%204-5.pdf>

Soccer Games

<https://physedgames.com/category/soccer/>

Kentucky Youth Soccer:

http://www.kysoccer.net/coaches/lesson_plans/

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/>

Teacher Resources:

Schools, VA,
<http://www.lcps.org/cms/lib4/VA01000195/Centricity/Domain/7991/All%20Soccer%20MS%20ME%20and%20Intensity%20rubrics.docx>.

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

Sportsmanship Rubric:
<https://www.rcampus.com/rubricshowc.cfm?code=N9WW5&sp=yes&>

Alternative Assessments:

- Cooperation Reflection:
<https://www.pecentral.org/assessment/CooperationSelfReflectionAssessment.pdf>
- Peer Assessment

- Dribbling
- Students reflect on the unit by completing a written reflection (journal entry, graffiti wall, 3-2-1, etc.) that describes the What? Why? How? of learning in the unit. (NJSLS W5.10)

Soccer Coach, Practice Activities
<https://www.soccercoachweekly.net/practice-plans/>

Comprehensive Health and Physical Education

2.5.6.A.1
Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.6.A.2
Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.

2.5.6.B.1
Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities

Topics

Ultimate Football

Objectives

- Students will know and be able to:
- Explain the rules for scoring in football
 - Explain why warm ups promote flexibility
 - Engage in dynamic warm up exercises
 - Demonstrate effective throwing techniques
 - Demonstrate proper catching technique
 - Demonstrate how to run a route
 - Explain basic strategies of the game of football.
 - Learn offensive/defensive principles.
 - Learn and perform throwing/catching drills.
 - Learn and perform evasion techniques

Students will work together to describe rules of Ultimate Football. (NJSLS SL 1)

Touchdown Flexibility/Warm-Up:

- Jog
- Alternating Lunges
- High Knees
- Heel Kicks
- Side Slide
- Fast feet or Sprint

Using the pictures from How to Throw a Football, (cut off text), students will explain to a partner how to effectively throw a football describing what would happen if you didn't follow all of the steps.(NJSLS RI 5.3)

Watch video and practice effective throwing technique in pairs. (NJSLS RI 5.7)

Equipment:

- Footballs
- Flags
- Cones
- Mats

Rules for Ultimate Football:
<http://www.lancasterschools.org/cms/lib/NY19000266/Centricity/Domain/1430/ultimate%20football.all.pdf>

Touchdown! Warm Up:
<https://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12775-.W6q--mhKg2y>

How to Throw a Football:
<https://www.wikihow.com/Throw-a-Football>

Football Games, PHYSEDGAMES,
<https://physedgames.com/category/football/>

Play. Learn. Share. The S&S Worldwide, Football Activities for Physical Education,

Formative Assessments:

- Teacher observation of participation and effort
- Reflection on the benefits of the sport/skills

Summative Assessment:
 Throwing/Catching Assessment:
<https://www.pecentral.org/assessment/pdf/footballthrowcatchassess.pdf>

- Alternative Assessments:**
- Self-assessment of identified skills and habits of mind
 - Peer assessment of identified skills and team work strategies

2.5.6.C.2

Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety

2.6.6.A.2

Determine to what extent various activities improve skill-related fitness versus health-related fitness.

- Learn and perform flag pulling techniques
- Learn and perform different games (2v2, 3v3, etc.)
- Learn and perform tournament game play

Football Games, PHYSEDGAMES:

- Flag Tag
- Endzone Trappers
- Mat Football
- Steal the Ball
- Perfect Pass
- Capture the Flag Relay
- Football Frenzy
- Eraser Football
- Catch & Step
- Catch Relay

Play. Learn. Share. The S&S Worldwide, Football Lessons for Grades 3-5

- Football Downs
- Football Frenzy
- Football Mania

Students will use NFL team stats to create and answer word problems using decimals. (NJSL5.NBT.A.3)

Students will write a reflection on the fitness benefits of playing Ultimate Football, and these will be added to a Football themed bulletin board. (NJSL5.W.10)

<http://www.ssw.com/blog/football-activities-for-physical-education/>

Teacher Resources:

Football Basics: How to Play Ultimate Football, Expertvillage, Youtube,
<https://youtu.be/qSwyBzFqWuU>

NFL Stats:

<https://www.cbssports.com/nfl/stats/team/nfl/year-2018-season-regular-category-passing-type-offense>

Bulletin Board ideas:

<http://www.ssw.com/blog/football-activities-for-physical-education/>

Key Vocabulary:

Soccer

- **Offense**-the action of engaging the opposing team in order to score points
- **Defense**-the action of attempting to stop the attack of the opposing team
- **Tackle**-a technique to gain or regain possession of the ball

- **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:

9.2.8.B.3

Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

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

- Videos should include closed captions in student’s native

Special Education

- Utilize modifications &

At-Risk

- Using visual demonstrations,

Gifted and Talented

- Students can “correct” peers

<p>language (as appropriate)</p> <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 	<p>accommodations delineated in the student's IEP</p> <ul style="list-style-type: none"> ● Work with paraprofessional ● Provide prompts and reminders ● 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 (practice kicking into the air first). ● Solidify and refine concepts through repetition. ● Change movement requirements ● Focus on student's attempts instead of precise form 	<p>illustrations, and models</p> <ul style="list-style-type: none"> ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Reminders can be provided ● 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. 	<p>math problems</p> <ul style="list-style-type: none"> ● Students can create more complex word problems for teacher to solve ● Inquiry-based instruction ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content (other sports) ● Real world scenarios ● Student Driven Instruction
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Interdisciplinary Connections:

ELA - NJSLS/ELA:

NJSLS RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

NJSLS RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

NJSLS RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

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.

Math:

5.NBT.A3. Read, write, and compare decimals to thousandths.

Integration of Technology Standards NJSL 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.