

# Englewood Public School District

## Physical Education

### Grade 7

#### Unit 2: Soccer and Flag Football

**Overview:** Soccer and flag football are recreational sports that will help students develop both motor skills and physical fitness development. Team work will be emphasized as students learn to cooperate and communicate with their peers. Cardiovascular endurance and muscular strength will be developed, as well as coordination and body awareness, as students develop lifelong fitness habits.

**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 for success in all areas.*
- 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.*
- Comprehension of how critical aerobic training is to the total well-being of an individual.*

**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 flag football contain?*
- How does teamwork and communication effect game play in flag football?*
- How does flag football increase the fitness level of each person?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<p><b><u>Comprehensive Health and Physical Education</u></b></p> <p><b>2.5.8.A.1</b>  <b>Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games,</b></p>	<p style="text-align: center;"><b>Topics</b></p> <p>Soccer</p> <p style="text-align: center;"><b>Objectives</b></p> <p>Students will know and be able to:</p> <ul style="list-style-type: none"> <li>• Explain the safety rules of each activity</li> </ul>	<p>In small groups, students will brainstorm all the ways that math is present in soccer. <b>(SL.7.1)</b></p> <p>Students will then create and solve word problems leading to inequalities. <b>(7.EE.B.4)</b></p>	<p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>• Cones</li> <li>• Indoor and outdoor soccer balls</li> <li>• Pinnies</li> </ul> <p>Soccer Unit, Brian Kirby and Andy McCorquodale, Central Washington University  <a href="http://www.pelinks4u.org/naspeforum/discus/messages/123">www.pelinks4u.org/naspeforum/discus/messages/123</a></p>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Checklist of dribbling, passing, trapping, shooting, defending and combining skills</li> <li>• Instructor observation and evaluation of student team play and cooperation</li> </ul> <p><b>Summative Assessments:</b></p>

sports, dance, and recreational activities).

#### 2.5.8.A.2

Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.

#### 2.5.8.A.4

Detect, analyze, and correct errors and apply to refine movement skills.

#### 2.5.8.B.1

Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.

#### 2.5.8.C.1

Assess player behavior for evidence of sportsmanship in individual, small group, and team activities.

#### 2.5.8.C.2

Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.

- Effectively move safely 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.
- 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!

Soccer Unit, Brian Kirby and Andy McCorquodale, Central Washington University:

1. Course Objectives, syllabus, equipment
2. Dribbling Introduction
3. Dribbling Moves and Practice
4. Basic dribbling moves with activities
5. Dribbling skills and activities with games
6. Dribbling with the outside of the foot
7. Dribbling games and practice repetitions
8. Dribbling practice and review day/ Skill Quiz
9. Passing Introduction and activities
10. Outside of the foot passing
11. Instep passing
12. Receiving Passes (Trapping)
13. Chest Traps
14. Passing and Trapping Practice with games
15. Passing and Trapping Review Day/ Skill Quiz
16. Shooting Introduction
17. Shooting games
18. Shooting practice with games
19. Shooting practice repetitions with games
20. Shooting in small-sided games/ Skill Quiz
21. Goalkeeping Introduction
22. Goalkeeping practice

[9/soccer-2804.pdf](#)  
PE Centrals Soccer Lessons, [www.pecentral.org/lessonideas/searchresults.asp?Search=Find+Them&subcategory=Soccer](http://www.pecentral.org/lessonideas/searchresults.asp?Search=Find+Them&subcategory=Soccer)

Mini Soccer, Spark, <http://www.sparkpe.org/physical-education/middle-school/curriculum/lesson-plans/>

#### Instructors' Resources:

Middle School Soccer Drills, Soji Otuyelo, Youtube, <https://youtu.be/aitBhf3SAbI>

Soccer Training – Passing Drills, Online Soccer Training, Youtube, <https://youtu.be/pRZ-2MOEivM>

World Cup Soccer, Adapted Physical Education, Youtube, <https://youtu.be/z1fLrCcS1dI>

PE Centrals Online Soccer Skills Assessment, <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=4819#.Wgr1M0dryX0>

**Benchmark Assessment:**  
Common Formative Assessment

#### Alternative Assessments:

- Students self-assessment
- Peer assessment of soccer skills development

23. Goalkeeping practice and review
24. Penalty kicks and goalkeeping
25. Goalkeeping and penalty kick review day/  
Skill Quiz
26. Throw-In Passes
27. Headers Introduction
28. Header passes and shots
29. Juggling games with task cards
30. Unit Ending  
Celebration/Small-sided game day

PE Central Soccer Lessons:

- Thread the Needle
- World Cup Soccer Tournament
- Soccer Skill Assessment
- Soccer Skills and Technology
- Soccer Shooting Skills
- Small-sided Soccer Skill
- Baseball
- Switch Soccer
- Pin Soccer
- Soccer Tennis

Mini Soccer, Spark

**Comprehensive Health and Physical Education**

**2.5.8.A.1**  
**Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied**

<b>Topics</b>	<b>Objectives</b>	<b>Equipment:</b>	<b>Formative Assessments:</b>
Flag Football	Students will read an article about girls in football. They will then go to online sources to find out how common this is today. Students will then share the information that they gathered in small groups.	<ul style="list-style-type: none"> <li>• Footballs</li> <li>• Cones</li> <li>• Belts with 2 flags</li> </ul> <p>Girls in Football <a href="https://newsela.com/read/female-high-school-quarterback/id/34135/">https://newsela.com/read/female-high-school-quarterback/id/34135/</a></p>	<ul style="list-style-type: none"> <li>• Observing Participation in warm-up, stretching, and drills.</li> <li>• Observing positive feedback towards other students.</li> <li>• Observing the spiral pass with partners.</li> </ul>

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

#### 2.5.8.A.2

Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.

#### 2.5.8.A.4

Detect, analyze, and correct errors and apply to refine movement skills.

#### 2.5.8.B.1

Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.

#### 2.5.8.C.1

Assess player behavior for evidence of sportsmanship in individual, small group, and team activities.

#### 2.5.8.C.2

Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.

- Fitness warm up for aerobic endurance
- 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 passing/catching drills.
- Learn and perform evasion techniques
- Learn and perform flag pulling techniques
- Learn and perform different games (2v2, 3v3, etc.)
- Learn and perform tournament game play

(RST 6-8.2 )(NJSLA.W7)

NFL Flag Football Middle School Curriculum:

1. Passing
2. Passing and Catching
3. Running Routes
4. Ball Carrying
5. Kicking & Punting
6. Basic Offense
7. Basic Defense
8. Team Strategies
9. 5v5 Games

PE Central Football Lessons:

- Toss it Back!
- Score! Football Warm-up
- Invade and Conquer- Football Lead Up Activity
- Throwing at Targets

Flag Football Unit, Mesa Sports:

- Partner Pass Drill
- Passing Patterns Drill
- Game Drills

Flag Football Unit, Healthy Study:

- Catch
- Throwing and Catching
- Passing and Cutting
- Long Distance Throwing
- Running with the Football

NFL Flag Football Middle School Curriculum, [https://www.fueluptoplay60.com/~media/files/tools-pdfs/futp-60-embedded-tool\\_flag-football-curriculum-middle-school.ashx](https://www.fueluptoplay60.com/~media/files/tools-pdfs/futp-60-embedded-tool_flag-football-curriculum-middle-school.ashx).

PE Central Lesson Plans, <http://www.pecentral.org/LessonIdeas/SearchResults.asp>

Flag Football Unit, Mesa Sports, [www.mesasports.org/pe/pe\\_jh\\_units/files/football\\_full\\_unit\\_15\\_days.doc](http://www.mesasports.org/pe/pe_jh_units/files/football_full_unit_15_days.doc)

Flag Football Unit, Healthy Study, [www.healthystudy.org/files/Physical%20Education/1-B/F6-01\\_6\\_PCurriculum.pdf](http://www.healthystudy.org/files/Physical%20Education/1-B/F6-01_6_PCurriculum.pdf)

- Student's self-evaluation of personal performance, teamwork and skills development.

#### Summative Assessments:

PE Central Assessment: Football Throwing: Right/Left Hand Grip, <http://www.pecentral.org/LessonIdeas/ViewLesson.asp?ID=1402#.Wgr3C0dryX0>

PE Central Assessment: Football Throw and Catch Assessment, <http://www.pecentral.org/LessonIdeas/ViewLesson.asp?ID=1185#.Wgr3OUdryX0>

PE Central Assessment: Football Throwing Peer Assessment Checklist, <http://www.pecentral.org/LessonIdeas/ViewLesson.asp?ID=1191#.Wgr3UEdryX0>

PE Central Assessment: Football Punting Peer Assessment Checklist, <http://www.pecentral.org/LessonIdeas/ViewLesson.asp?ID=1197#.Wgr3ZUdryX0>

#### Alternative Assessments:

- Students self-assessment

- Coverage

Students will use their favorite football team's statistics to create and solve word problems using the statistics (field goal accuracy etc.). (7.RP.A.2)

- Peer assessment of throwing and catching skills development
- PE Central Assessment: Football Throwing Peer Assessment Checklist, <http://www.pecentral.org/LessonIdeas/ViewLesson.asp?ID=1191#.Wgr3UEdryX0>

## Key Vocabulary:

### Soccer

- **Angles** - Most often used for goal keepers, "narrowing the angles"
- **Blind side** - Playing the ball to the opposite side of where an opponent is focused
- **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.
- **Commit** - Getting your opponent to commit to a course of action that your player can then do the opposite too
- **Corner** - Dead ball restart situation where a player touches the ball last and it travels over their own goal line.
- **Dribbling** - The art of close control while moving with the soccer ball at the feet
- **Goal** - Something every team needs to focus on, whether its defending or scoring!
- **Pass** - Technique to move the ball from one player to another. Various techniques apply, chip, half volley, push, lofted etc.
- **Receiving** - Technique required to control an incoming ball

### Flag Football

- **Field goal** - A three-point score, when the kicker kicks the football above the crossbar and between the uprights of the goalpost.
- **End zone** - The area at the end of the football field where the offensive team must have possession of the football to score a touchdown..
- **Extra point** - After a football team has scored a touchdown, they have the opportunity to score additional points. They can kick an extra-point for 1 point or try a 2-point conversion for 2 points.
- **Field goal** - A three-point score, when the kicker kicks the football above the crossbar and between the uprights of the goalpost.
- **Fumble** - When a football player drops the football. The ball is available for any other player to gain possession for his team. Holding: A penalty where a football player grabs an opponent.
- **Line of scrimmage** - The location on the field where the football is spotted and the next play begins..
- **Punt** - A football kick to the other team to give them the ball downfield rather than lose the football on downs.
- **Quarterback** - This is the football player that starts each play. He takes the snap from the center and either runs with it, hands off the football to another player, or passes it.
- **Tackle** - When a football player causes the player carrying the ball to touch the ground such that they are considered down. The end of the play.

- **Touchdown** - A six-point score. When a player has control of the football within the 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/](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"> <li>● Videos should include closed captions in student’s native language (as appropriate)</li> <li>● Provide simplified word problems</li> <li>● Relate to sports in students home country if new-comer</li> <li>● Speak and display terminology and movement</li> <li>● Teacher modeling</li> <li>● Peer modeling</li> <li>● Label classroom materials</li> <li>● Word walls</li> </ul>	<ul style="list-style-type: none"> <li>● Use multi-sensory teaching approaches. Textured balls, and other props provide helpful visual, auditory, and tactile reinforcement of ideas.</li> <li>● Work with a partner</li> <li>● Change movement requirements Utilize modifications &amp; accommodations delineated in the student’s IEP</li> <li>● Work with paraprofessional</li> <li>● Provide prompts and reminders</li> <li>● Break tasks into chunks</li> <li>● Focus on student’s attempts instead of precise form Provide concrete examples and relate all new movements to previously learned moves (practice kicking into the air first).</li> </ul>	<ul style="list-style-type: none"> <li>● Review behavior expectations and make adjustments as needed.</li> <li>● Using visual demonstrations, illustrations, and models</li> <li>● Give directions/instructions verbally and in simple written format.</li> <li>● Provide simplified word problems</li> <li>● Peer Support</li> <li>● Reminders can be provided</li> <li>● Increase one on one time</li> <li>● Teachers may modify instructions by modeling what the student is expected to do</li> </ul>	<ul style="list-style-type: none"> <li>● Students can continue to research about the history of football</li> <li>● Students can “correct” peers math problems</li> <li>● Students can create more complex word problems for teacher to solve</li> <li>● Inquiry-based instruction</li> <li>● Higher order thinking skills</li> <li>● Adjusting the pace of lessons</li> <li>● Interest based content (other sports)</li> <li>● Real world scenarios</li> <li>● Student Driven Instruction</li> </ul>

	<ul style="list-style-type: none"> <li>• Solidify and refine concepts through repetition.</li> </ul>		
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**Interdisciplinary Connections:**  
**ELA - NJSL/ELA:**  
 NJLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**CCSS/COMPANION STANDARDS:**  
 RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

**Math:**  
 7.EE.B.4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.  
 7.RP.A.2. Recognize and represent proportional relationships between quantities.

**Integration of Technology Standards NJSL 8:**  
 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.  
 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

**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.