

Englewood Public School District

Physical Education

Grade 6

Unit 1: Soccer and Ultimate Football

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

Time Frame: One Marking Period

Enduring Understandings:

- *Aerobic exercise is critical 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.*

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 2.5.6.A.1</u> Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill</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 rules of the game 	<p>Students will explain the rules of the game to a peer, and the partner will add any details missed. As a class, they will share out. (NJSLs SL 6.1)</p>	<p>Equipment:</p> <ul style="list-style-type: none"> • Cones • Indoor soccer balls • Outdoor soccer balls • Pinnies <p>Dynamic Warm Up: https://myosource.com/soccer-dynamic-warm-up/</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Teacher observation • Feedback on form <p>Benchmark Assessment: Common Formative Assessment</p> <p>Summative Assessments:</p>

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.
- Demonstrate the ability to use effective interpersonal skills.
- Demonstrate and understand and respect for themselves, each other, equipment, and the rules of the game.
- Demonstrate offensive techniques.
- Demonstrate defensive techniques.
- 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 various game formations.
- Play safe, play fair and have fun!

Engage in flexibility warm ups.

1. High Knees:
2. Butt kicks
3. High Knee Lift
4. Hurdler/Lunge
5. RDL/Birdfeeder
6. Toy Soldier
7. Ladder Scissors
8. Iky Shuffle

Soccer Drills for MS:

- Dribble between Your Legs
- Back and Forth
- Throw and Control
- Throw and Head
- Quick Passing
- Inside/Outside
- Gain Possession
- Shooting
- Keep Away

12 Weeks of Soccer Plans-6 Attacking Sessions, 6 Defensive Sessions (MYS)

Pin Soccer game, PE Central

Fun Soccer Drills, Soccerpert:

- Shooting Agility
- 7v7 Scrimmage
- 1v1 Diamond Drill
- Alien Tag Soccer Game
- Clean Your Room

Soccer Drills for Middle School:

<https://www.youtube.com/watch?v=aitBhf3SAbl>

Mass. Youth Soccer:

<http://www.mayouthsoccer.org/coaches/12u/>

Pin Soccer, PE Central,

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=3658#.WjKB6ktG1Bw>

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,

<http://www.usyouthsoccer.org/players/LessonPlans/>

Teacher Resources:

PE Games – Crazy Ball

Soccer, Physedgames.com,

Youtube,

<https://youtu.be/WAwM2ALII8c>

Student Text:

High Cost of Sports

<http://time.com/4913284/kids->

Soccer Task Analysis,

phytkidz.com, [http://phytkidz.com/old/pdf/6-](http://phytkidz.com/old/pdf/6-7%20soccer/6th%20and%207th%20Grade%20Soccer.pdf)

<http://phytkidz.com/old/pdf/6-7%20soccer/6th%20and%207th%20Grade%20Soccer.pdf>

Rules of Soccer, PE

Central,

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=6334#.WjKBr0tG1Bw>

Alternative Assessment:

- Self-assessment
- Peer assessment
- Sportsmanship Rubric: <https://teachezwell.files.wordpress.com/2015/01/rubric-good-sportsmanship.png>

- Combination Shooting Drills [sports-cost/](#)
- Combination Crossing Drill
- Pirate Treasure Dribbling Game
- 1v1 Defending the Dribble
- Diagonal Soccer Shooting Drill

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 & Passing
- Heading
- Third Attacker
- First Defender
- First Touch Out of Pressure
- Attacking Compactness

- Spatial Awareness

Students will read an article about the high cost of kids' sports. Students will then work in small groups to create and solve word problems using division of multi-digit numbers.

(NJSLS RI 6.2) (NJSLS 6.NS.B.2)

Students will research the costs of sports in their own community using online sources. Students will work in groups to brainstorm possible solutions to this problem. **(NJSLS W6.10)**

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

Topics	Objectives	Equipment:	Formative Assessments:
Ultimate Football	<ul style="list-style-type: none"> • Grip Throwing • Line dot drill • 2 By 2 Throwing • Punting • Place Kick • Line Dot Drill <p>Students will know and be able to:</p> <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. 	<ul style="list-style-type: none"> • Footballs • Cones <p>Ultimate Football, PE Central, http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12053#.WjKCUUtG1Bw</p> <p>Ultimate Football, Elizabeth Gonzalez, https://elizabethgonzalezpeportfolio.weebly.com/uploads/6/0/4/9/60491047/ultimate_football_lesson.pdf.</p> <p>Football Games, PHYSEDGAMES,</p>	<ul style="list-style-type: none"> • Teacher observation of participation • Feedback on throwing and catching <p>Summative Assessment: Football Skills Assessment,</p> <p>Alternative Assessment:</p> <ul style="list-style-type: none"> • Self-assessment • Peer assessment • Rubrics

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

2.5.4.B.2

Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement.

2.5.4.C.1

Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.

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.

- Learn offensive/defensive principles.
- Learn and perform throwing/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

- Perfect Pass
- Capture the Flag Relay
- Football Frenzy
- Eraser Football
- Catch & Step
- Catch Relay

Ultimate Football,
Rossywicks, TES

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

- Bulletin Boards
 - Fun Football Facts
 - College Football Score Board
- Assessments
- Instant Activities
- Lessons for Grades 3-5
 - Invade and Conquer Lead Up Activity
 - Football Downs
 - Football Frenzy
 - Football Mania

Rhythms of Life Disk
Skills:

- Catching
- Simple Catching Exercises
- Partner Group Catching
- Line Catch
- Throwing
- The Backhand

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

Ultimate Football,
Rossywicks, TES,
<https://www.tes.com/teaching-resource/ultimate-frisbee-6122121>

Play. Learn. Share. The S&S
Worldwide, Football
Activities for Physical
Education,
<http://www.ssw.com/blog/football-activities-for-physical-education/>

Rhythms of Life Disk Skills,
<https://www.usultimate.org/assets/1/.../ROL%20Disc%20Curriculum%208.31.2007.pdf>

Teacher Resources:

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

Online Histogram Maker:
<https://www.meta-chart.com/histogram>

2.6.6.A.2

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

Students will keep track of how far students in the class throw the football and use a histogram (online app) to represent the data
(6.SP.B.4)

Students will complete a written reflection (Google form) on new skills they have learned or skills they have improved on. **(NJSLS W6.10)**

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

9.2.8.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	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none">• Relate to sports in students home country if new-comer• Videos should include closed captions in student’s native language (as appropriate)• Speak and display terminology and movement• Teacher modeling• Peer modeling• Label classroom materials• Word walls• 	<ul style="list-style-type: none">• Students can act as recorders or reporters during data collection• Utilize modifications & accommodations delineated in the student’s IEP• 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	<ul style="list-style-type: none">• Provide oral prompts• Provide analogies (this is like...)• Using visual demonstrations, illustrations, and models• 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.	<ul style="list-style-type: none">• Students can “correct” peers math problems• Students can plot data on different types of graphs• 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

	<p>and relate all new movements to previously learned moves (practice kicking into the air first).</p> <ul style="list-style-type: none"> ● Solidify and refine concepts through repetition. ● Change movement requirements ● Focus on student's attempts instead of precise form 		
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Interdisciplinary Connections:

ELA - NJSLS/ELA:

NJSLS RI 6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

NJSLS W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

NJSLS W 6.10 Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

NJSLS SL 6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Math:

NJSLS 6.SP.B.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

NJSLS 6.NS.B.2 Fluently divide multi-digit numbers using the standard algorithm.

Integration of Technology Standards NJSLS 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.

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.