

PE 402 Middle and Secondary Physical Education

Unit Plan

Students and School:

Green Middle School consists of sixth, seventh and eighth grades and there are approximately 800 students enrolled in the school. There are mainly Caucasian students attending this school, accounting for approximately 75% of the school's student population. Hispanic, Asian and African American students attribute to the other 25% of the student population. Approximately 60% of this student population and their families fall into the lower to middle socioeconomic classes. The other 40% of students and their families fall into the upper middle and higher socioeconomic classes.

There are approximately 20-25 students in each class ranging from approximately 11-15 years of age. Green Middle School used to be a high school and accounts for a good sized middle school. They have a football field in front of the school with a track around it and the entrance consists of stairs leading into the office. There are two levels to the school and they also have two gymnasiums, a larger gym and a smaller gym. The school is approximately 50 years old, but in good condition. The school is clean and allows for a positive learning environment.

The classrooms are of average size, approximately twenty feet by twenty-five feet, and the class sessions are 90 minutes long. The gyms are fairly new, spacious and clean. They are in good condition, which provides for a positive learning environment for all students. Green Middle School has a large library and computer labs. The classrooms consist of Apple computers and overhead projectors that are to be used by the

teachers. There are approximately 25 computers in the computer lab, so depending on the class size; every student may not have a computer.

Academic Profile:

The students at Green Middle School perform fairly well on SOLs and maintain a good standing academically. There are students that are highly skilled and at the control and/or utilization levels of certain skills. There are also average skilled students and low-level skilled students. Each student is different and their skill levels vary, but most of the average skilled students are at the control level of various skills and a few are at the utilization level. The lower skilled students are typically just above the pre-control level, but are able to adequately perform at the control level with various skills.

Learning Environment:

The gyms are fairly new, spacious and clean, providing for a positive learning environment. There are two gyms, the smaller gym being older and the larger gym being newer. Rules are posted in both gyms that consist of respect, listening, following directions and keeping hands to self. Both gyms have bleachers on either side. There are a couple of fitness bulletin boards up in the small gym, but there are no bulletin boards in the large gym. The smaller gym has a fitness room, locker rooms and an equipment room. The fitness room has approximately eight treadmills and six bicycle machines. The large gym has a big equipment room that includes soccer balls, basketballs, bowling pins, cones, pennies and other various sport equipment. There are adequate numbers of equipment that ensure equitable learning opportunities for all students. The big gym doors lead into a small hallway that connects the small gym to the big gym. There are

two more locker rooms connects hear that are rarely used. The ratio of boys to girls is fairly even, but there are more girls than boys providing for a ratio of 4:5.

Developmental Content Analysis:

My lessons will be planned in advance and will include extensions, refinements, application tasks and assessments and accommodations and modifications in order to meet all students' needs. My informing tasks will open up the specific lesson and explain to students what we will be working on during this lesson. I will demonstrate a certain skill and then ask students to do the same during the practice tasks. Extension tasks focus on making the task at hand more or less difficult compared to the previous task. In my lessons extension tasks will include having the students execute an appropriate throw-in five times in a row and also 7 out of 10 times. They could also try three times in a row or 8 out of 10 times. There are numerous extension tasks that will be applied during my lessons that include number of people in a group, number of skills or cues, spatial arrangements, modification of equipment, among others. Refinement tasks focus on having the student do a specific part of a skill better, it focuses them on a specific cue. Refinement tasks will include having students focus on keeping the ball close and using all parts of their feet while dribbling. As with extension tasks, there are numerous refinement tasks that will be applied during my lesson as well. More examples include having students focus on using the inside/instep or outside of their foot to pass or receive the ball and defending the goal in good space, moving into open space to maintain possession of the ball, among others. Application and assessment tasks focus on applying and testing the extension tasks or the skills that the students are practicing. Application tasks include mini, modified game play and tournament play. Students are

able to apply what they have learned in order to execute the skill cues and play the game of soccer. There are various types of application and assessment tasks as well that include the teacher observation and student assessment. The teacher can observe and have a checklist in which they are able to observe whether or not students are executing the skill cues properly. The teacher can also observe the students during competitive play and assess the students playing against one another. Student assessment can include self-testing individually or with a partner or group. Students can assess themselves by using a flip video camera and performing certain skill cues to a skill. They would then view the video and analyze whether or not they have executed all of the necessary skill cues by completing their rubric. During self-testing with a partner or a group, students can assess one another by checking off the necessary skill cues as the students execute them during the practice tasks.

I will ensure that each student is able to maximize his or her learning environment and accommodate any student, high, average or low skilled. Each student learns differently and various aspects of activities need to be incorporated. There needs to be group games, skills games, cooperative games and practice tasks among other factors. These games incorporate interaction and cooperation among the students in order to reach a common goal.

Task Analysis:

- Pre-Requisite Knowledge: balance, weight transfer, teamwork, cooperation, basic knowledge of the game of soccer and any knowledge needed to complete entrance and exit tickets
- Essential Knowledge:

- o Dribbling- 1: keep the ball close, 2: use all parts of both feet and 3: turn away and move away at high speed
- o Passing- 1: face the direction you are passing, 2: keep non-kicking foot next to the ball, 3: use inside of foot and square foot to the ball, 4: strike the ball through its center
- o Receiving- 1: get in line with the ball as it comes, 2: use one touch with the inside of your foot to set yourself up for the next pass
- o Shooting- 1: take a long step to the ball, 2: keep the non-kicking foot next to the ball, 3: use the instep (or laces), 4: keep head and toe down
- o Throw-In- 1: use two hands, 2: take the ball behind the head, 3: keep two feet on the ground at all times, 4: throw to the receiver's feet and move onto the field
- o Free Kick- 1: shooting, hit the target, 2: pass to shoot, pass the ball into the shooter's path, 3: cross to the center of the goal area
- o Corner Kick- 1: corner taker crosses away from the goalkeeper to the far-post area, 2: all players at the edge of penalty area attack the far-post area when the kick is taken
- o Attacking the Goal- 1: hold, 2: turn and shoot, 3: look for support, 4: follow shot for rebound
- o Defending Space, Guarding and Pressuring the Ball- 1: close down opponent quickly, 2: stop one arm's length away, 3: get low, 4: use staggered stance, 5: wait for opponent to try to turn, 6: do not dive into the tackle

- o Defending the Goal- 1: get in line with the oncoming shot, 2: take the ball into the chest, 3: cradle the ball, 4: protect the ball

- Desired Knowledge: TSWBAT play cooperative games, work together in teams and demonstrate the movement concepts and skill cues necessary in a soccer game scenario

Learning Activities	Extensions and Applications	Refinement Cues	Assessments	Motivational Strategies	Differentiation/Modifications for specific students
Scoring: maintaining possession; practice tasks and 2v1 mini, modified games	-maintain possession for 15 seconds -teacher observation	Dribbling: 1-keep the ball close 2-use all parts of both feet	-teacher observation with checklist -rubric with one skill and its cues listed; completed by student -exit ticket	-provide students with choices -teacher participation -feedback -allow more time for mini, modified game play in order to enhance student learning; competitive play	-choice of equipment -choice of individual or partner/group activities -alter practice tasks if needed -printed list of skill cues for ESL learners or any student that may need them -visual aids: pictures and videos for any student who may need them
Restarting Play: corner kick and free kick; practice tasks and 3v3 mini, modified game play	-execute appropriate corner and free kick 7 out of 10 times -self-testing with partners on skill cue execution using a checklist	Free Kick: 1-shooting, hit the target 2-pass to shoot, pass the ball into the shooter's path 3-cross to the center of the goal area Corner Kick: 1-corner taker crosses away from the goalkeeper to the far-	-entrance ticket to ensure learning from previous day -self-testing with partners on skill cue execution	-provide students with choices -teacher participation -feedback -allow more time for mini, modified game play in order to enhance student learning; competitive play	-choice of equipment -choice of individual or partner/group activities -alter practice tasks if needed -printed list of skill cues for ESL learners or any student that may need them -visual aids: pictures and videos for any student who may need them

		post area 2-all players at the edge of penalty area attack the far-post area when the kick is taken			
Mini, Modified Game Play of 5v5 or 6v6	-score 1 goal -maintain possession for 30 seconds -assessment of performance using a rubric -competitive play	-Dribbling -Passing -Receiving -Shooting -Throw-In -Corner Kick -Free Kick -Attacking the Goal -Defending Space -Defending the Goal	-teacher observation -rubric completed by teacher	-provide students with choices -teacher participation -feedback -allow more time for mini, modified game play in order to enhance student learning; competitive play	-choice of equipment -choice of individual or partner/group activities -alter practice tasks if needed -printed list of skill cues for ESL learners or any student that may need them -visual aids: pictures and videos for any student who may need them
Tournament: 12v12 (1 substitute per team)	-score at least 2 goals -win -competitive play against peers in a modified game situation	-Dribbling -Passing -Receiving -Shooting -Throw-In -Corner Kick -Free Kick -Attacking the Goal -Defending Space -Defending the Goal	-teacher observation -rubric completed by teacher	-provide students with choices -teacher participation -feedback -allow more time for mini, modified game play in order to enhance student learning; competitive play	-choice of equipment -choice of individual or partner/group activities -alter practice tasks if needed -printed list of skill cues for ESL learners or any student that may need them -visual aids: pictures and videos for any student who may need them
Tournament: 12v12 (1 substitute per team)	-score at least 2 goals -win -competitive play against peers in a modified game situation	-Dribbling -Passing -Receiving -Shooting -Throw-In -Corner Kick -Free Kick -Attacking the Goal -Defending Space	-teacher observation -rubric completed by teacher	-provide students with choices -teacher participation -feedback -allow more time for mini, modified game play in order to	-choice of equipment -choice of individual or partner/group activities -alter practice tasks if needed -printed list of skill cues for ESL learners or any student that may need them -visual aids: pictures and videos for any student who may need them

		-Defending the Goal		enhance student learning; competitive play	
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1. Major Unit Focus

Unit Rationale:

This unit was chosen for 7th graders during the fall season, because it is the typical season in which soccer is played, which will allow the students to watch some real soccer games. They will be able to see how actual teams play, work together as a team and execute skills and movement concepts that are important key factors in the game of soccer. The students will also get to experience mini, modified game play with their peers during the soccer lesson. The fields that are located outside will already be set up with the appropriate lines and goals, which will provide more time for the teacher and students during the lesson. It will also make it easier for the teacher to set up mini, modified games. We will also be able to come inside into the gymnasium if the weather does not permit. This will allow the students to participate and practice the various skills and movement concepts in the gymnasium or outside. Students will have the opportunity to become active, work on cooperation and team building skills.

Mission of Physical Education:

The mission of physical education is to allow students to understand, comprehend and become competent of various skills, movement concepts, principles and strategies of a variety of physical activities as well as achieving and maintaining a physical and healthy lifestyle for a lifetime. This unit will cover movement concepts that relate

throughout all territorial or invasion games. The skills differ among the different sports, but the offensive and defensive goals are the same; to score and to prevent scoring. These specific concepts and skills are necessary to become competent in various soccer skills and movement concepts. Scoring includes maintaining possession of the ball by dribbling, shooting, passing and receiving and attacking the goal. Restarting play includes properly executing a throw-in, corner kick and free kick. Preventing scoring includes defending space, defending the goal and attacking the ball. Mini, modified games will allow the students to demonstrate, perform and execute all of the movement concepts and skills necessary in soccer. They will receive practice time in game-like situations. They will then be able to participate in the tournament at the end of the unit. This will provide the students with more game-like situational practice as well as steady game play among their peers. They will be able to practice what they have learned throughout the lesson as well as enjoy themselves and have fun.

Central Organizer:

The unit will focus on the various aspects and skills pertaining to territorial or invasion games. The students will be introduced to the various skills with an informing task, so that they know why this lesson is important and why they are participating in this lesson; to understand, comprehend and become competent in the movement concepts, strategies and skills pertaining to soccer. They will be expected to practice the various skills after they are given demonstrations and the necessary skill cues to perform the task(s) at hand. As the mission of physical education stated, students will work on various skills in soccer that relate to most territorial or invasion games. They will focus on moving the ball up, down and across the field or court. Movement of the ball is a

common goal in territorial or invasion games and that is one of the main focuses.

Movement of the ball or object is a common goal as well as the offensive players moving without the ball in order to get open across the field or court in order to score. The defensive goals are to guard the opposing team and pressure the ball.

Goals and Standards:

The major goal of this unit is to introduce the game of soccer, in relation to territorial games, to all students. Some may have never played the game before and some may be skilled in the game of soccer. Specific goals include:

- Allowing students to understand, comprehend and become competent in a variety of skills, movement concepts, strategies and tactics relating to soccer;
 - o VA SOL: SOL 7.1 The student will demonstrate competence in modified versions of various game/sport, rhythmic, and recreational activities; a) use skill combinations competently in modified versions of team (e.g., soccer, team handball, volleyball) and individual/dual (e.g., tennis, racquetball, golf) activities.
 - o NASPE: Standard 1- demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
 - o NASPE: Standard 2- demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- Participating in mini, modified game play in order to practice and execute various movement concepts and skills related to soccer;

- o VA SOL: SOL 7.2 The student will understand and apply movement principles and concepts; c) use basic offensive and defensive tactics and strategies while playing a modified version of a game/sport.
 - o NASPE: Standard 1- demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
 - o NASPE: Standard 2- demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- Assessing self and/or partner during practice tasks or video analyses of skill cues;
 - o VA SOL: SOL 7.2 The student will understand and apply movement principles and concepts; d) analyze skill patterns of self and partner, detecting and correcting mechanical errors.
 - o NASPE: Standard 1- demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
 - o NASPE: Standard 2- demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- Developing responsible personal and social behaviors as well as cooperative behaviors that demonstrate respect for themselves, others and equipment in various physical activity settings;
 - o VA SOL: SOL 7.4 The student will work independently and with others in cooperative and competitive physical activity settings; a) apply safety procedures, rules, and appropriate etiquette in physical activity settings, c)

demonstrate supportive behaviors that promote the inclusion and safety of others when participating in physical activity.

- o NASPE: Standard 5- exhibits responsible personal and social behaviors that respect self and others in physical activity settings.

2. Culminating Product & Rubric:

Summative assessments will consist of individual self-testing and a competitive play rubric in which the students will receive a grade for from the teacher. Students will assess themselves with the video analysis based on the rubric criteria compared to how well they executed the appropriate skill cues of attacking the goal. Formative assessments include entrance tickets, exit tickets and checklists that the students will complete by assessing their partners during the practice tasks. The students will observe their partners and check off each skill cue as their partner appropriately executes each skill cue. They will turn this in to the teacher at the end of the practice task. I will also have my own checklist that consists of the major movement concepts in soccer in order to document how often my students are executing the necessary skills. Competitive assessment will also occur during mini, modified game play and on the two tournament days that we will have.

Soccer Tournament: Competitive Play Rubric

Criteria & Grading	Excellent (3)	Good (2)	Needs Improvement (1)	Grade
Dribbling: (x2)	Executes all of the skill cues: 1-keeps the ball close, 2-uses all parts of both feet and, 3-turns away and moves at high speed	Executes 2 or more of the skill cues: 1-keeps the ball close, 2-uses all parts of both feet and, 3-turns away and moves at high speed	Executes 1 or fewer of the skill cues: 1-keeps the ball close, 2-uses all parts of both feet and, 3-turns away and moves at high speed	___ x 2 = ___
Passing/Receiving: (x4)	Executes all of the skill cues: Passing: 1-faces the direction they are passing, 2- keeps non-kicking foot next to the ball, 3- uses inside of foot and squares foot to the ball, 4- strikes the	Executes 3 or more of the passing skill cues and 1 or more of the receiving skill cues: 1-faces the direction they are passing, 2- keeps non-kicking foot next to the ball, 3- uses	Executes 1 or fewer of the passing skill cues and none of the receiving skill cues	___ x 4 = ___

	ball through its center; Receiving: 1- gets in line with the ball as it comes, 2- uses one touch with the inside of foot to set self up for the next pass	inside of foot and squares foot to the ball, 4- strikes the ball through its center; Receiving: 1- gets in line with the ball as it comes, 2- uses one touch with the inside of foot to set self up for the next pass		
Shooting: (x2)	Executes all of the skill cues: 1- takes a long step to the ball, 2- keeps the non-kicking foot next to the ball, 3- uses the instep (or laces), 4- keeps head and toe down	Executes 3 or more of the skill cues	Executes 1 or fewer of the skill cues	___ x 2 = ____
Throw-In: (x2)	Executes all of the skill cues: 1- uses two hands, 2- takes the ball behind the head, 3- keeps two feet on the ground at all times, 4- throws to the receiver's feet and moves onto the field	Executes 3 or more of the skill cues	Executes 1 or fewer of the skill cues	___ x 2 = ____
Free Kick and Corner Kick: (x4)	Executes all of the skill cues: Free Kick: 1- shoots, hits the target, 2- passes to shoot, passes the ball into the shooter's path, 3- crosses to the center of the goal area Corner Kick: 1- corner taker crosses away from the goalkeeper to the far-post area, 2- all players at the edge of penalty area attack the far-post area when the kick is taken	Executes 2 or more of the free kick skill cues and 1 or more of the corner kick skill cues: Free Kick: 1- shoots, hits the target, 2- passes to shoot, passes the ball into the shooter's path, 3- crosses to the center of the goal area; Corner Kick: 1- corner taker crosses away from the goalkeeper to the far-post area, 2- all players at the edge of penalty area attack the far-post area when the kick is taken	Executes 1 or fewer of the Free Kick skill cues and none of the Corner Kick skill cues	___ x 4 = ____
Attacking the Goal: (x2)	Executes all of the skill cues: 1- holds, 2- turns and shoots, 3- looks for support, 4- follows shot for rebound	Executes 3 or more of the skill cues: 1- holds, 2- turns and shoots, 3- looks for support, 4- follows shot for rebound	Executes 1 or fewer of the skill cues: 1- holds, 2- turns and shoots, 3- looks for support, 4- follows shot for rebound	___ x 2 = ____
Defending Space and the Goal: (x4)	Executes all of the skill cues: Defending Space: 1- closes down opponent quickly, 2- stops one arm's length away, 3- gets low, 4- uses staggered stance, 5: waits for opponent to try to turn, 6: does not dive into the tackle; Defending the Goal: 1- gets in line with the oncoming shot, 2- takes the ball into the chest, 3- cradles the ball, 4- protects the ball	Executes 4 or more of the Defending Space skill cues and 2 or more of the Defending the Goal skill cues	Executes 2 or fewer of the Defending Space skill cues and 1 or fewer of the Defending the Goal skill cues	___ x 4 = ____
Total				___/60 points

**Partner Assessment:
Throw-In Skill Cues Checklist**

Observer's Name: _____

Partner's Name: _____

Skill Cues:	Attempt 1	Attempt 2	Attempt 3	Attempt 4	Attempt 5
Uses two hands					
Takes ball behind head					
Keeps two feet on the ground					
Throws to receiver's feet					

This checklist will account for each student's partner assessment grades within the grading period and will be worth 10 points; 2 per attempt.

**Entrance Ticket
Attacking the Goal Skill Cues**

Name: _____

Please list the important skill cues for attacking the goal in soccer:

-
-
-
-

**Self-Assessment:
Flip Video Analysis
Lesson Focus: Attacking the Goal**

Name: _____

EXAMPLE:

Criteria:	Excellent (5)	Good (4)	Needs Improvement (2)	Grade:
Attacking the Goal: (x)2	Executes all of the skill cues: 1- holds, 2- turns and shoots, 3- looks for support, 4- follows shot for rebound Attempt 1 Score: 4	Executes 3 or more of the skill cues: 1- holds, 2- turns and shoots, 3- looks for support, 4- follows shot for rebound Attempt 2 Score: 4	Executes 1 or fewer of the skill cues: 1- holds, 2- turns and shoots, 3- looks for support, 4- follows shot for rebound Attempt 3 Score: 5	____ x 2 = _____
	Total: 8	Total: 8	Total: 10	28/30 points =93

**Exit Ticket
Dribbling Skill Cues**

Name: _____

Please list the important skill cues for dribbling in soccer:

-
-
-

Why is it important to maintain possession of the ball?

The entrance and exit tickets will account for a small percentage of the students' grade and are worth 10 points each.

My Personal Checklist of Concepts:

This list will allow me to see how often students are demonstrating and executing the main movement concepts during our practice tasks and mini, modified games.

Scoring: dribbling, passing, receiving and shooting

___Always ___Sometimes ___Rarely ___Never

Preventing Scoring: defending space and goal

___Always ___Sometimes ___Rarely ___Never

Restarting Play: throw-in, corner kick and free kick

___Always ___Sometimes ___Rarely ___Never

Mini, Modified Game Play: practicing of all skills during 5v5 or 6v6 mini, modified games

___Always ___Sometimes ___Rarely ___Never

X [—revision needed—and a lot of focusing on the rubrics that are included in your syllabus.](#)

Unit Plan Lessons

11-4-11

Assessment: Culminating Product_X [this is a nice list of ideas but I need to know exactly what and how you are going to assess the students in your soccer unit and how the assess link to the goals of your unit.](#)

Summative assessments will consist of self-testing, both with a partner and individually. They will be assessing one another and themselves during practice tasks

that include throw-ins to a partner and passing to a partner with the instep kick and corner kick. Students will receive a check list of cues for themselves and they will check off the skill cues that they have mastered, cues they are competent in and cues that they need to improve upon. Also, when practicing the instep kick, students will see how many times they can make a goal, executing the instep kick. Group self-testing will be used when the students play mini, modified games. They will be asked to see how long they can maintain possession of the ball without letting the other team regain control of the ball. Competitive assessment applications of playing modified soccer games that consist of 3v3, 5v5 and even 11v11 [\(not appropriate at this level\)](#), varies the degree of difficulty while students play amongst and against one another. In groups or with a partner, students can also use flip video cameras in order to self-assess themselves. They will be able to see how consistent they are when executing the various skill cues.

Assessment Tools: Rubrics

Checklist and Teacher Observation: I will use these techniques with the soccer throw-in skill in order to see how many times students are executing the proper skills cues; using two hands, taking ball behind their head, keeping both feet on the ground and throwing to the receiver's feet. Students will also keep a fitness journal log that will be incorporated into their grade. Students' participation and effort will also be examined when giving them points for their grades. Also, dressing out and proper locker room etiquette will also be a part of the students' grades. Skill tests will be used in order to allow students to see how well they are performing a skill and what aspects of that skill they need to work on. Entrance and exit tickets may also be used before and after class. Students will receive an exit ticket prior to leaving class and turn it in before they leave class.

Questions will relate to the specific concept or skill that we are discussing and executing that day. For example, “What is the importance of the throw-in in the game of soccer,” and the answer would be to restart play. Simply ask questions that reinforce student learning.

Assessment Tools: Grading—[check the appropriate practices grid table 4.1.1 and 4.6.1 and revise your complete grading scale.](#)

Grading will include my log or check sheet of effort, participation, dressing out and proper locker room etiquette. Points will be deducted each class session in which the student does not dress out; two points per class session. There will also be a note home after three times in a row of not dressing out. Their flip video analyses will also provide a grade of completion for the students. Entrance and exit tickets will also be included in their grade for completion as well as point deductions for right and wrong answers. This will allow me to know what is and is not being learned by my students. Students will also be expected to keep a journal log of physical activity that they participate in outside of class sessions.

Assessment Tools: Grade

They will have a total of 250 points in my class throughout the semester or every six weeks. One third of those points will incorporate daily participation and effort, along with the student dressing out and exhibiting appropriate behavior in the locker room while changing. Each day their progress will be monitored and recorded. At the end of each six weeks or semester, I will calculate their total points in this section and add them compared with the other section’s points. Physical activity journal logs count for another 100 points and each are worth 20 points. They will turn them in every two weeks and

there will be a total of five physical activity journal logs. The logs will be graded for completion as well as adequate physical activity time and exercises being logged. These points will be added up, along with the participation grade. The last 50 points will consist of two video analyses that will be worth 25 points apiece. They will choose two different skills throughout the semester and they will conduct a peer video analysis. They will use their checklist in order to know the areas in which they need to improve on and the areas in which they have mastered. They will include the completed check sheet list, along with a personal reflection relating to how well they thought they would do. They will also compare and contrast their thoughts to their check sheet list after watching their video analysis. They will need to list what they need to work on and in what ways they can work on that particular skill or execution of that skill and they are also to note their areas of strength as well. I will grade these based on completion and the reflection. The reflection will need to point out the student's thoughts and relations in regards to their video analysis. Those points will be added to the total points of the participation and journal logs to give me a total to divide by the total number of points, which is 250 points. This will then give me a letter grade for the student. For example, if "Joe" earned 89 points in participation and dressing out, 95 points with his physical activity journal logs and 43 points on his video analysis, he will have earned a total of 227 points. I would then divide 227 by 300 to get .756667, which would result in a percentage of 76%; this would be "Joe's" grade.

3. Learning Activities & Performance-Based Assessments:

Learning Activities	Extensions and Applications	Refinement Cues	Assessments	Motivational Strategies	Differentiation/Modifications for specific students
Scoring: maintaining possession; practice tasks and 2v1 mini, modified games	-maintain possession for 15 seconds -teacher observation	Dribbling: 1-keep the ball close 2-use all parts of both feet	-teacher observation with checklist -rubric with one skill and its cues listed; completed by student -exit ticket	-provide students with choices -teacher participation -feedback -allow more time for mini, modified game play in order to enhance student learning; competitive play	-choice of equipment -choice of individual or partner/group activities -alter practice tasks if needed -printed list of skill cues for ESL learners or any student that may need them -visual aids: pictures and videos for any student who may need them
Restarting Play: corner kick and free kick; practice tasks and 3v3 mini, modified game play	-execute appropriate corner and free kick 7 out of 10 times -self-testing with partners on skill cue execution using a checklist	Free Kick: 1-shooting, hit the target 2-pass to shoot, pass the ball into the shooter's path 3-cross to the center of the goal area Corner Kick: 1-corner taker crosses away from the goalkeeper to the far-post area 2-all players at the edge of penalty area attack the far-post area when the kick is	-entrance ticket to ensure learning from previous day -self-testing with partners on skill cue execution	-provide students with choices -teacher participation -feedback -allow more time for mini, modified game play in order to enhance student learning; competitive play	-choice of equipment -choice of individual or partner/group activities -alter practice tasks if needed -printed list of skill cues for ESL learners or any student that may need them -visual aids: pictures and videos for any student who may need them

		taken			
Mini, Modified Game Play of 5v5 or 6v6	-score 1 goal -maintain possession for 30 seconds -assessment of performance using a rubric -competitive play	-Dribbling -Passing -Receiving -Shooting -Throw-In -Corner Kick -Free Kick -Attacking the Goal -Defending Space -Defending the Goal	-teacher observation -rubric completed by teacher	-provide students with choices -teacher participation -feedback -allow more time for mini, modified game play in order to enhance student learning; competitive play	-choice of equipment -choice of individual or partner/group activities -alter practice tasks if needed -printed list of skill cues for ESL learners or any student that may need them -visual aids: pictures and videos for any student who may need them
Tournament: 12v12 (1 substitute per team)	-score at least 2 goals -win -competitive play against peers in a modified game situation	-Dribbling -Passing -Receiving -Shooting -Throw-In -Corner Kick -Free Kick -Attacking the Goal -Defending Space -Defending the Goal	-teacher observation -rubric completed by teacher	-provide students with choices -teacher participation -feedback -allow more time for mini, modified game play in order to enhance student learning; competitive play	-choice of equipment -choice of individual or partner/group activities -alter practice tasks if needed -printed list of skill cues for ESL learners or any student that may need them -visual aids: pictures and videos for any student who may need them
Tournament: 12v12 (1 substitute per team)	-score at least 2 goals -win -competitive play against peers in a modified game situation	-Dribbling -Passing -Receiving -Shooting -Throw-In -Corner Kick -Free Kick -Attacking the Goal -Defending Space -Defending the Goal	-teacher observation -rubric completed by teacher	-provide students with choices -teacher participation -feedback -allow more time for mini, modified game play in order to enhance student learning; competitive play	-choice of equipment -choice of individual or partner/group activities -alter practice tasks if needed -printed list of skill cues for ESL learners or any student that may need them -visual aids: pictures and videos for any student who may need them

4. Digital Pictures:

Maintaining Possession of the Ball: Dribbling

- ❖ Keep the ball close
- ❖ Use all parts of both feet
- ❖ Turn and move away quickly



Preparation



Execution



Follow Through

Passing: Instep Kick

- ❖ Place non-kicking foot beside the ball
- ❖ Bring foot and leg back and turn toe outward
- ❖ Contact the ball with the inside of foot
- ❖ Follow through



Preparation



Preparation



Execution



Follow Through

Restarting Play: Throw-In

- ❖ Use two hands
- ❖ Take ball behind head
- ❖ Keep two feet on the ground; drag foot
- ❖ Throw to receiver's feet



Preparation



Execution



Follow Through

Defending Space: Defending the Goal

- ❖ Get in line with the oncoming shot
- ❖ Take the ball into the chest
- ❖ Cradle the ball
- ❖ Protect the ball



Preparation



Execution



Follow Through

5. Grading:

There will be a total of 120 points during this unit. Each entrance and exit ticket is worth 10 points, accounting for 20 points, or a total of 16% of their grade. The self-assessment video analysis is worth 30 points, or 25% of their grade. The partner assessment is also worth 10 points, or 8% of their grade. The competitive tournament play rubric is worth 60 points or 50% of their grade. Once all of these points are added together, the total number of points that the student earned will be divided by the total number of points available, in order to develop the students' grades. For example, Billy Bob earned 8 points a piece for his entrance and exit tickets; therefore, he earned a total of 16 out of 20 points. He earned 25 out of 30 points on his video analysis and 9 out of 10 points on his partner assessment. His final rubric grade was 55 out of 60 points, earning Billy Bob a total of 105 points out of 120 points. Dividing 105 by 120 equals 0.875; therefore, Billy Bob's grade would be an 87.5%. This would give Billy Bob a B for this unit.

Grading Scale:

100-93 = A

92-85 = B

84-77 = C

76-68 = D

68-Below = F

6. Block Plan:

Block Plan

Day	Lesson Focus	Learning Activities	Assessment
1	Scoring-ball possession	Practice tasks and mini, modified games; 2v1	Teacher observation, performance assessment- 2v1
2	Scoring- ball possession, creating space and attacking the goal	Practice tasks and mini, modified games; 2v1	Teacher observation, performance assessment- 2v1
3	Preventing Scoring and Scoring- attacking the goal and creating space; defending space	Practice tasks and mini, modified games; 3v3 or 2v1	Teacher observation, entrance ticket, partner/group assessment with checklists
4	Preventing Scoring- defending space and defending the goal	Practice tasks and mini, modified games; 3v3	Teacher observation, exit ticket
5	Restarting Play- corner kick and free kick	Practice tasks and mini, modified games; 3v3	Teacher observation, video analysis with flip video camera
6	Restarting Play- throw-in, corner kick and free kick	Practice tasks and mini, modified games; 3v3 or 5v5	Teacher observation, video analysis with flip video camera
7	Mini, modified games	Practice tasks and mini, modified games; 5v5 or 6v6	Teacher observation; teacher checklist
8	Mini, modified games	Practice tasks and mini, modified games; 5v5 or 6v6	Teacher observation, teacher checklist
9	Tournament Play	Practice tasks and mini, modified games; 12v12 (1 substitute per team)	Teacher observation, competitive play rubric
10	Tournament Play	Practice tasks and mini, modified games; 12v12 (1 substitute per team)	Teacher observation, competitive play rubric

Task Analysis:

Learning Activities	Extensions and Applications	Refinement Cues	Assessments	Motivational Strategies	Differentiation/Modifications for specific students
Scoring: maintaining possession; practice tasks and 2v1 mini, modified games	-maintain possession for 15 seconds -teacher observation	Dribbling: 1-keep the ball close 2-use all parts of both feet	-teacher observation with checklist -rubric with one skill and its cues listed; completed by student	-provide students with choices -teacher participation -feedback -allow more time for mini, modified	-choice of equipment -choice of individual or partner/group activities -alter practice tasks if needed -printed list of skill cues for ESL learners or any student that may need them -visual aids: pictures and videos for any student who may need them

			-exit ticket	game play in order to enhance student learning; competitive play	
Restarting Play: corner kick and free kick; practice tasks and 3v3 mini, modified game play	-execute appropriate corner and free kick 7 out of 10 times -self-testing with partners on skill cue execution using a checklist	Free Kick: 1-shooting, hit the target 2-pass to shoot, pass the ball into the shooter's path 3-cross to the center of the goal area Corner Kick: 1-corner taker crosses away from the goalkeeper to the far-post area 2-all players at the edge of penalty area attack the far-post area when the kick is taken	-entrance ticket to ensure learning from previous day -self-testing with partners on skill cue execution	-provide students with choices -teacher participation -feedback -allow more time for mini, modified game play in order to enhance student learning; competitive play	-choice of equipment -choice of individual or partner/group activities -alter practice tasks if needed -printed list of skill cues for ESL learners or any student that may need them -visual aids: pictures and videos for any student who may need them
Mini, Modified Game Play of 5v5 or 6v6	-score 1 goal -maintain possession for 30 seconds -assessment of performance using a rubric -competitive play	-Dribbling -Passing -Receiving -Shooting -Throw-In -Corner Kick -Free Kick -Attacking the Goal -Defending Space -Defending the Goal	-teacher observation -rubric completed by teacher	-provide students with choices -teacher participation -feedback -allow more time for mini, modified game play in order to enhance student learning;	-choice of equipment -choice of individual or partner/group activities -alter practice tasks if needed -printed list of skill cues for ESL learners or any student that may need them -visual aids: pictures and videos for any student who may need them

				competitive play	
Tournament: 12v12 (1 substitute per team)	-score at least 2 goals -win -competitive play against peers in a modified game situation	-Dribbling -Passing -Receiving -Shooting -Throw-In -Corner Kick -Free Kick -Attacking the Goal -Defending Space -Defending the Goal	-teacher observation -rubric completed by teacher	-provide students with choices -teacher participation -feedback -allow more time for mini, modified game play in order to enhance student learning; competitive play	-choice of equipment -choice of individual or partner/group activities -alter practice tasks if needed -printed list of skill cues for ESL learners or any student that may need them -visual aids: pictures and videos for any student who may need them
Tournament: 12v12 (1 substitute per team)	-score at least 2 goals -win -competitive play against peers in a modified game situation	-Dribbling -Passing -Receiving -Shooting -Throw-In -Corner Kick -Free Kick -Attacking the Goal -Defending Space -Defending the Goal	-teacher observation -rubric completed by teacher	-provide students with choices -teacher participation -feedback -allow more time for mini, modified game play in order to enhance student learning; competitive play	-choice of equipment -choice of individual or partner/group activities -alter practice tasks if needed -printed list of skill cues for ESL learners or any student that may need them -visual aids: pictures and videos for any student who may need them

7. Lesson Plans:

Teacher: Ms.	Lesson Focus: maintaining possession of the ball by dribbling to control the ball	Age group/grade: 12-13/7th	Date:
# of students: 24	Safety considerations: adequate space-making sure to be aware of people around you so not to hit them		
Equipment/Materials: poly spots (30+), cones (12+), soccer balls (10+), field or court (1 big field or court divided into 6-8 small courts), pencils (30), exit tickets (30)			
Objectives: The student will: be able to cooperatively work together with their peers when participating in practice tasks and mini, modified game play for the majority of the class time, providing a safe and equitable learning environment for everyone.			
Given, an exit ticket, TSWBAT list the important skill cues for dribbling as well as the importance of maintaining possession of the ball, at 100% accuracy.			
Given, a practice task, TSWBAT demonstrate maintaining possession of the ball by moving the ball into open space by dribbling, passing and receiving with a partner 8 out of 10 times.			
Assessment: I will observe my students during the practice task, providing feedback to each student on properly executing the skill cues. I will also have the students repeat the skills cues that they have already learned in order to reiterate important aspects of our practice task. They will also complete an exit ticket listing the important skill cues for dribbling as well as the importance of maintaining possession of the ball. I will collect this at the end of class in order to evaluate the students’ responses.			
Modifications, Accommodations, and Adaptations for students with special needs: choice of equipment, smaller/softer balls if needed, different or varied practice task if needed (practice individually, more or fewer times), visual aids for all students, pictures, videos and a printed list of skill cues for ESL students or any student that may need them.			

Circle or highlight the numbers from each set of standards below that this lesson addresses:

National Content Standards (NASPE, 2004) 1) Demonstrates competency in motor skills & movement patterns needed to perform a variety of physical activities. 2) Demonstrates understanding of movement concepts, principles, strategies, & tactics as they apply to the learning & performance of physical activities. 3) Participates regularly in physical activity. 4) Achieves & maintains a health-enhancing level of physical fitness. 5) Exhibits responsible personal & social behavior that respects self & others in physical activity settings.	
Virginia Standards of Learning (2001) 1) Demonstrates proficiency in all fundamental movement skills & patterns & competence in several specialized movement forms.. 2) Apply movement principles & concepts to learning & developing motor skills & specialized movement forms. 3) Achieve & maintain a health-enhancing level of personal fitness. 4) Demonstrate responsible personal & social behaviors in physical activity settings. 5) Demonstrate a physically active lifestyle, including activity within & outside of the physical education setting.	SOL #: 7.1a, 7.2a, 7.4a, c

Time	Learning Activities & Extension Tasks	Organization & Transitions	Skill Cues & Refinement Tasks	Application/ Assessment Tasks
12min	Instant Activity: “Grab one soccer ball and dribble around in free space for your warm up activity.”	X=teacher O=students I=equipment IIIIIII X	-maintaining possession of the ball in order to score -dribbling to maintain possession of the ball in order to score	-What other sports do you have to maintain possession of the ball in order to score? -practice tasks
6min	Anticipatory Set: -“In soccer it is extremely important to maintain possession of the ball. What is the importance of maintaining possession of the ball?” -passing to teammates in order to SCORE “What do we have to do in order to maintain possession of the ball?” -dribble, pass and receive the ball “In what other sports is it important to maintain possession of the ball in order to score?” -basketball, football and most other sports as well	O X IIIIIII O		
6min	Informing Task: -“We will be practicing maintaining possession of the ball by dribbling with a partner today. There are 3 main skill cues that you want to	X=teacher O=students I=equipment X	-1: keep the ball close, 2: use all parts of both feet 3: turn away and move away at high speed	-this skill is one of the main, important skills in soccer. In order to score, you and your team have to maintain

	remember when dribbling to maintain possession of the ball.” -demonstrate “I am going to demonstrate the practice task, with some help from two of you guys.” -students stand on either end of the small court and dribble in and out of the poly spots “Make sure that you are focusing on three important skill cues: 1- keep the ball close, 2- use all parts of both feet and 3- turn away and move away quickly	O I I I I O		possession of the ball, move it up the field, shoot and score. -What the importance of maintaining possession of the ball? -Students will have to repeat skill cues back to me -Students will complete an exit ticket that I will be able to go over in order to see whether or not the students are comprehending and understanding the skill cues
25min	Practice Task: -“There are going to be eight groups of 3 in which you and your partners are going to rotate and act as a defender. If you wish, you can practice by yourself. The rest of you partner up with someone wearing the same color shirt as you. One of you grab a ball and each of you are going to stand on either side of the court and practice dribbling in and out of the cones/poly spots in order to practice maintaining possession of the ball.”	X=teacher O=students I=equipment D=defender X O O O O O O I I I I I I I I I I I I I I I I	-I will provide feedback to each of the students pertaining to the skill cues and have them focus on a certain part of their skill execution; such as, keeping the ball close and using all parts of both feet -If students need to practice individually they may, students can perform more or fewer times during the practice task or the task can be made easier or harder by the student or myself	-Students will play a mini, modified game with their partner(s); 2v1 -Students will learn how to maintain possession of the ball by shooting, dribbling, passing and receiving

2min	Extension Tasks: -“Try to maintain possession for 15 seconds.” -“Dribble straight along side the poly spots or dribble around each poly spot if you wish.” -“Clean up the equipment please; bring the poly spots, put them beside the balls and hold your ball. Come to me please. Now, we are going to keep the same groups and practice maintaining possession of the ball in a game-like situation.”	O O O O O O O O O O O O I I I I I I I I I I I I O O O O O O		
30min	Mini, Modified Game Play: 2v1 -“We will use these small courts that I have set up. The games may overflow, but just watch around you and maintain adequate space. In this mini, modified game the lines at each end of the small court represent the goal; if you make it to or past those lines, it counts as a goal. The two offensive players will start at the end line and dribble to maintain possession of the ball as well as passing and receiving against the defender. Once you reach half court, your other group member is able to defend you. You must move the ball into open space in order to maintain possession of the ball and score. The person defending is not going to take	X O O O O D D O O O O D D D O O O O D D O O O O		

	the ball away from their you, they are simply just going to act as a defender in order for the other partner to practice moving the ball into open space to maintain possession of the ball. Once you score, your group will rotate and continue. After each of you have scored twice, you may then start to guard your partners and steal the ball away if you can.” Extension Tasks: -score twice -start to defend space and maintain possession of the ball			
4min	Closure: -“Please complete this exit ticket, listing the important skill cues for dribbling and the importance of maintaining possession of the ball.”	X=teacher O=students I=equipment X IIIII O O O O O O O O O O O O O O O O O O O O O O O O		

Teacher: Ms.	Lesson Focus: scoring- attacking the goal by shooting and creating space	Age group/grade: 12-13/7th	Date:
# of students: 24	Safety considerations: adequate space-making sure to be aware of people around you so not to hit them		
Equipment/Materials: field or court, cones (20), soccer balls (20), goals (8), pencils (30), entrance tickets (30), flip video cameras (8)			
Objectives: The student will: be able to cooperatively work together with their peers when participating in practice tasks and mini, modified game play for the majority of the class time, providing a safe and equitable learning environment for everyone.			
Given, a flip video camera and a rubric, TSWBAT self-assess their demonstration of the skill cues for attacking the goal by shooting during the practice task, executing 3 out of the 4 skill cues.			
Given, a practice task, TSWBAT demonstrate attacking the goal by shooting and creating space, with a partner 8 out of 10 times.			
Assessment: I will open with an entrance ticket in which students have to list the skill cues for maintaining possession of the ball that they learned in the previous class. I will observe my students during the practice task, providing feedback to each student on properly executing the skill cues. I will also have the students repeat the skills cues that they have already learned in order to reiterate important aspects of our practice task. They will also partner up and each partner will record the other with a flip video camera. Each student will then complete a video analysis in order to assess themselves and their execution of the appropriate skill cues for attacking the goal. I will collect this at the beginning of the next class session in order to evaluate the students’ responses.			
Modifications, Accommodations, and Adaptations for students with special needs: choice of equipment, smaller/softer balls if needed, different or varied practice task if needed (practice individually, more or fewer times), visual aids for all students, pictures, videos and a printed list of skill cues for ESL students or any student that may need them.			

Circle or highlight the numbers from each set of standards below that this lesson addresses:

National Content Standards (NASPE, 2004) 8) Demonstrates competency in motor skills & movement patterns needed to perform a variety of physical activities. 9) Demonstrates understanding of movement concepts, principles, strategies, & tactics as they apply to the learning & performance of physical activities. 10) Participates regularly in physical activity. 11) Achieves & maintains a health-enhancing level of physical fitness. 12) Exhibits responsible personal & social behavior that respects self & others in physical activity settings.	
Virginia Standards of Learning (2001) 6) Demonstrates proficiency in all fundamental movement skills & patterns & competence in several specialized movement forms. 7) Apply movement principles & concepts to learning & developing motor skills & specialized movement forms. 8) Achieve & maintain a health-enhancing level of personal fitness. 9) Demonstrate responsible personal & social behaviors in physical activity settings. 10) Demonstrate a physically active lifestyle, including activity within & outside of the physical education setting.	SOL #: 7.1a, 7.2a, c, 7.4a, c

Time	Learning Activities & Extension Tasks	Organization & Transitions	Skill Cues & Refinement Tasks	Application/ Assessment Tasks
12min	Instant Activity: “Grab one soccer ball and dribble around in free space for your warm up activity.”	X=teacher O=students I=equipment IIIIIII X O O O O O O O O O O O O O O O O O O O O O O O O	-shooting in order to score -attacking the goal in order to score	-What other sports do you have to attack the goal in order to score? -practice tasks
3min	Anticipatory Set: “Let’s recap some of the important aspects of soccer that we learned during our last class.” -“What is the importance of maintaining possession of the ball?” -passing to teammates in order to SCORE “What do we have to do in order to maintain possession of the ball?” -dribble, pass and receive the ball “In what other sports is it important to maintain possession of the ball in order to score?” -basketball, football and most other	IIIIIII X O		

	sports as well			
3min	Informing Task: “There are four main skill cues to remember when shooting and attacking the goal.” -demonstrate “I will ask a couple of you to help me demonstrate please.” -“We will be practicing attacking the goal by shooting to score today in a mini, modified game with groups of 6 and also in our practice task. There will be two mini, modified games going on at once, so watch out for one another and have adequate space. On each field there will be large goals set up. You are to shoot as much as you can in order to practice. I will explain the practice task after the mini games.”	IIIIIII X O O O O O O O O O O O O O O O O O O O O O O O O	-Shooting: 1: take a long step to the ball, 2: keep the non-kicking foot next to the ball, 3: use the instep (or laces), 4: keep head and toe down -Attacking the Goal: 1: hold, 2: turn and shoot, 3: look for support, 4: follow shot for rebound	-This skill is one of the main, important skills in soccer. In order to score, you and your team have to attack the goal and shoot -Students will have to repeat skill cues back to me -Students will have to complete an entrance ticket listing the skill cues of maintaining possession of the ball that they learned from the previous lesson -Students will also complete a video analysis with the flip video cameras with a rubric on attacking the goal. They will turn it in during the next class
15min	Practice Task: Mini, Modified Game Play: 6v6 “Get into the groups that I had previously placed you in. You are to play with cooperative defense and	X=teacher, O=student and I=equipment X I	-I will provide feedback to the students pertaining to the skill cues and have them focus on different parts such as taking a long step, placing the non-	-Self-assessment with flip video camera and video analysis with the rubric

	shoot as much as possible. The field is already set up for you. Each team grab one ball.”	OOOOOO I OOOOOO I I I OOOOOO I OOOOOO I I	kicking foot beside the ball or following their shot -If students need to practice individually they may, students can perform more or fewer times during the practice task or the task can be made easier or harder by the student or myself	
30min	Practice Task: attacking the goal by shooting -“We will now get into groups of 3 by similar hair color. We will be working on attacking the goal by shooting. There are small courts set up for each group. One person will practice attacking the goal by shooting, aiming at getting the ball between the two cones. The goals are bigger in order for you to really focus on shooting. For now, the other two people in the group will be gophers. After you have practiced attacking the goal by shooting ten times, then you switch until each of your partners are finished. We will move onto our other activity afterwards.”	X I I I I O O O O O O I I I I O O O O O O I I I I O O O O O O I I I I O O O O		

20min	Video Analysis: “We are now going to repeat the same activity, but now each group will receive a flip video camera. You will use these and follow the criteria on the rubric.” -I would then go over the rubric, demonstrating and telling the students what I want from them for this small assignment. -“One group member will video tape another group member while they attack the goal and shoot three times. You will each rotate until all of you have been recorded on the flip video. The group member that is not shooting or recording will be the gopher for the balls. Each of you will use the rubric in order to assess yourself during the practice task, watching for each of the important skill cues.”	O O X I I I I O O O O O O I I I I O O O O O O I I I I O O O O O O		
2min	“Clean up equipment please. Bring all of the equipment to the front			

	please.”			
3min	Closure: “What are the skill cues for shooting?” -1: take a long step to the ball, 2: keep the non-kicking foot next to the ball, 3: use the instep (or laces), 4: keep head and toe down	IIIIIIII X O		

Teacher: Ms.	Lesson Focus: restarting play (throw-in) and passing (instep kick)	Age group/grade: 12-13/7th	Date:
# of students: 24	Safety considerations: adequate space; watch for people around you when throwing the ball in or kicking the ball		
Equipment/Materials: gym or field (1 big), soccer balls (30), cones (20), poly spots (25), pins (25), pencils (30), checklists (30)			
Objectives: The student will: be able to cooperatively work together with their peers when participating in practice tasks and mini, modified game play for the majority of the class time, providing a safe and equitable learning environment for everyone.			
Given, a throw-in skill cue checklist, TSWBAT assess their partners during the practice task, making sure that they are executing the appropriate skill cues correctly.			
Given, a practice task, TSWBAT restart play by demonstrating a proper throw-in, executing the proper skill cues to 100% accuracy, with a partner.			
Given, a practice task, TSWBAT demonstrate passing with an instep kick, executing the proper skill cues 8 out of 10 times.			
Assessment: Will have students repeat cues back to me, the teacher; I will watch and observe students during practice of throw-ins and instep kicks to see if they are properly performing/executing skill cues with a teacher checklist of the skill cues. I will observe my students during the practice task, providing feedback to each student on properly executing the skill cues. I will also have the students repeat the skills cues that they have already learned in order to reiterate important aspects of our practice task, such as the importance of the throw-in to restart play. They will also complete a partner assessment that lists the important skill cues for the throw-in. I will collect this at the end of class in order to evaluate the students’ responses.			
Modifications, Accommodations, and Adaptations for students with special needs: choice of equipment, smaller/softer balls if needed, different or varied practice task if needed (practice individually, more or fewer times), students may practice throw-ins and instep kicks at shorter or longer distance as needed, visual aids for all students, pictures, videos and a printed list of skill cues for ESL students or any student that may need them.			

Circle or highlight the numbers from each set of standards below that this lesson addresses:

National Content Standards (NASPE, 2004) 14) Demonstrates competency in motor skills & movement patterns needed to perform a variety of physical activities. 15) Demonstrates understanding of movement concepts, principles, strategies, & tactics as they apply to the learning & performance of physical activities. 16) Participates regularly in physical activity. 17) Achieves & maintains a health-enhancing level of physical fitness. 18) Exhibits responsible personal & social behavior that respects self & others in physical activity settings.	
Virginia Standards of Learning (2001) 11) Demonstrates proficiency in all fundamental movement skills & patterns & competence in several specialized movement forms. 12) Apply movement principles & concepts to learning & developing motor skills & specialized movement forms. 13) Achieve & maintain a health-enhancing level of personal fitness. 14) Demonstrate responsible personal & social behaviors in physical activity settings. 15) Demonstrate a physically active lifestyle, including activity within & outside of the physical education setting.	SOL #: 7.1a, 7.2a, 7.4a, c

Time	Learning Activities & Extension Tasks	Organization & Transitions	Skill Cues & Refinement Tasks	Application/ Assessment Tasks
12min	Immediate Activity: Students will come in and warm up with a partner by passing the soccer ball back and forth; focusing on using all parts of both feet	X=teacher O=students I=equipment O X O III O O O O O O	-restarting play by executing a throw-in -passing with an instep kick, using the inside of the foot	-team work -cooperation -practice tasks
6min	Anticipatory Set: “What are some of the ways in	O O O O		

	which you would restart play in soccer?" -corner and free kick -THROW-IN "There are four main skill cues for the throw-in." --→ "What type of pass do you use the inside of your foot?" -instep pass	O O O O O O O O O O O O		
4min	Informing task: "We will be learning how to properly perform/execute a throw-in to restart play. Who would like to help me demonstrate? " -demonstrate skill cues and pinpoint students to help as well -"Focus on executing the skills cues."	X=teacher O=students I=equipment O X O III O O O O O O O O O O O O	Throw in: -use 2 hands -take ball behind head; back may be slightly arched -keep 2 feet on the ground; or, use opposition to increase a bit more momentum -throw to receiver's feet Instep kick: -non-kicking foot beside the ball -draw kicking foot back, turn toe outward -contact the ball with the inside of foot and follow	-good tactic in scoring -What is the importance of a throw-in? -students will have to complete a skill cue checklist that assesses their partners skill cue execution
4min	-Have students repeat skill cues back to me and ask them why each skill is necessary: -Why do you want to use 2			

4min	hands? -Helps with ball control (accuracy) -Why should you take the ball behind your head? -Also helps with control, but adds power to the throw; typically you want the ball to go straight to the target-receiver's feet. -Why keep 2 feet on the ground? -To ensure balance as you throw, but use opposition or a running start to increase momentum. Why throw to receiver's feet? -Cannot touch with hands, so you want to throw it as close to their feet as you can, so they can start to run with the ball on the ground. “We will be learning how to properly perform/execute an instep kick in order to pass the ball. Who would like to help me demonstrate?”		through	
	Practice Task: -Have students disperse and practice with partners. Partners stand across from one another and practice executing the skill cues	X=teacher O=students I=equipment X	-I will provide feedback to each of the students pertaining to the skill cues and have them focus on a certain part of their skill	-Practice with partner -Students will play a mini, modified game of Traffic Cone Soccer in order to practice

3min	Eventually, the students will play with only one team having the ball. That way there are less balls, so it is a little bit harder to get them all knocked down as fast. Clean Up of Equipment: “Please bring all of the equipment up here to the front.”	O I O O I O O I O O I O		
3min	-Closure: -“So, what are the skill cues to perform a throw in and instep kick?” -AND, “When do you want to use an instep kick?” -When passing to a teammate in a game situation.	X=teacher O=students I=equipment O X O III O O O O O O O O O O X O I O III O I O O I O O I O	-non-kicking foot beside the ball -draw kicking foot back, turn toe outward -contact the ball with the inside of foot and follow through	

		O I O O I O O I O		
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Teacher: Ms.	Lesson Focus: preventing scoring-defending space and defending goal	Age group/grade: 12-13/7th	Date:
# of students: 24	Safety considerations: adequate space-making sure to be aware of people around you so not to hit them		
Equipment/Materials: field or court, cones (20), soccer balls (20), goals (8), pencils (30), checklists (30)			

Objectives: The student will: be able to cooperatively work together with their peers when participating in practice tasks and mini, modified game play for the majority of the class time, providing a safe and equitable learning environment for everyone.

Given, a checklist, TSWBAT self-assess their practice task and repeat the skill cues when asked by the teacher, at 90% accuracy.

Given, a practice task, TSWBAT demonstrate preventing scoring by defending the goal, in a 3v3 mini, modified game, 7 out of 10 times.

Assessment: I will provide a checklist for my students in order for them to evaluate their practice task performance. They will check off each of the skill cues that they appropriately demonstrate during the practice task. I will observe my students during the practice task, providing feedback to each student on properly executing the skill cues. I will also have the students repeat the skills cues that they have already learned in order to reiterate important aspects of our practice task.

Modifications, Accommodations, and Adaptations for students with special needs: choice of equipment, smaller/softer balls if needed, different or varied practice task if needed (practice individually, more or fewer times), visual aids for all students, pictures, videos and a printed list of skill cues for ESL students or any student that may need them.

Circle or highlight the numbers from each set of standards below that this lesson addresses:

National Content Standards (NASPE, 2004)

- 20) Demonstrates competency in motor skills & movement patterns needed to perform a variety of physical activities.
- 21) Demonstrates understanding of movement concepts, principles, strategies, & tactics as they apply to the learning & performance of physical activities.
- 22) Participates regularly in physical activity.
- 23) Achieves & maintains a health-enhancing level of physical fitness.
- 24) Exhibits responsible personal & social behavior that respects self & others in physical activity settings.

Virginia Standards of Learning (2001)

- 16) Demonstrates proficiency in all fundamental movement skills & patterns & competence in several specialized movement forms.
- 17) Apply movement principles & concepts to learning & developing motor skills & specialized movement forms.
- 18) Achieve & maintain a health-enhancing level of personal fitness.
- 19) Demonstrate responsible personal & social behaviors in physical activity settings.
- 20) Demonstrate a physically active lifestyle, including activity within & outside of the physical education setting.

SOL #: 7.1a, 7.2a, c, 7.4a, c

Time	Learning Activities & Extension Tasks	Organization & Transitions	Skill Cues & Refinement Tasks	Application/ Assessment Tasks
12min	Instant Activity: “Grab a ball and either dribble around in free space on this court or practice passing and receiving with a partner.”	X=teacher O=students I=equipment IIIIIII X O O O O O O O O O O O O O O O O O O O O O O O O	-defending space by pressuring the ball -defending the goal	-practice tasks -In what other sports must you defend the goal and pressure the ball? -basketball
3min	Anticipatory Set: “We have been going over all of the important movement concepts and skills in soccer. We will now be focusing on defending the goal by pressuring the ball. What is the importance of defending the goal?” -other team does not score, to win			
12min	Informing Task: “There are four main skill cues to remember when defending the goal and six main skill cues when pressuring the ball.” -demonstrate “Who wants to help me demonstrate? Two people please.” -“We will be practicing defending the goal and pressuring the ball in a mini, modified game, 4v4. There	X=teacher, O=students and I=equipment IIIIIII X O	-Defending the Goal: 1: get in line with the oncoming shot, 2: take the ball into the chest, 3: cradle the ball, 4: protect the ball -Defending Space, Guarding and Pressuring the Ball: 1: close down opponent quickly, 2: stop one arm’s length away, 3: get low, 4: use staggered stance, 5: wait for opponent to try to turn, 6: do not dive into the tackle	-defending the goal and pressuring the ball in soccer are extremely important in prohibiting the opposing team to score -students will have to repeat skill cues back to me -students will complete a checklist of skill cue execution for each defending the goal and

	will be three groups among the three courts that are set up. Maintain adequate space for your safety and others. After, we will have a practice task in which we will practice defending the goal and pressuring the ball.”			defending space
20min	Practice Task: Mini, modified game 4v4 “Get into the groups that you were assigned to, one of you grab a ball and go to a court. When playing 4v4 focus on defending the goal and pressuring the ball. “	X=teacher, O=students and I=equipment X OO OO OO I I I OO OO OO OO OO OO I I I OO OO OO	-I will provide feedback to the students pertaining to the skill cues and have them focus on different parts such as getting in line with the shot, getting low or using a staggered stance -If students need to practice individually they may, students can perform more or fewer times during the practice task or the task can be made easier or harder by the student or myself	-checklist to evaluate execution of skill cues
35min	Practice Task: 1v1 Focusing on pressuring the ball and defending the goal -“You will be with a partner and each of you will take turns pressuring the ball and defending the goal. Each of you will have your goal at the end line. Each of you needs to do this five times each. You will then come get this skill cue checklist from me and assess your	X O O O O O O I I I I I I O O I O O O O O O O O O I I I I I I O O I O O O		

2min	partner on executing the skill cues. Turn it in to me when you are done.“ “Clean up equipment please. Bring all of the equipment up to the front, thank you!”			
2min	Closure: -“What is the importance of defending the goal?” -“What are the main skill cues for defending the goal?”	X=teacher, O=students and I=equipment IIIIIIII X O		

Teacher: Ms.	Lesson Focus: mini, modified games	Age group/grade: 12-13/7th	Date:
# of students: 24	Safety considerations: adequate space-making sure to be aware of people around you so not to hit them		
Equipment/Materials: field or court (1), cones (25), soccer balls (30), checklist (1), pencil (1)			
Objectives: The student will: be able to cooperatively work together with their peers when participating in practice tasks and mini, modified game play for the majority of the class time, providing a safe and equitable learning environment for everyone. Given, an entrance ticket, TSWBAT list the appropriate skill cues in order, for dribbling, shooting and attacking the goal in a mini, modified game situation, with 100% accuracy. Given, a 5v5 or 6v6 mini, modified game situation, TSWBAT demonstrate competency of soccer related movement concepts and skills that include maintaining possession of the ball while dribbling, attacking the goal by shooting, restarting play with a throw-in, corner kick or free kick and preventing scoring by defending space for the majority of their participation time. Assessment: I will give the students an entrance ticket in order to get their minds thinking and focused on the important scoring concepts in the mini, modified game play. I will have my own personal checklist that consists of the major movement concepts in soccer; I will be able to see how often the students are executing the appropriate movement concepts and skill cues. I will observe my students during the modified game play, providing feedback to each student on properly executing the skill cues. I will also have the students repeat the skills cues that they have already learned in order to reiterate important aspects of our practice task.			
Modifications, Accommodations, and Adaptations for students with special needs: choice of equipment, smaller/softer balls if needed, different or varied practice task if needed (practice individually, more or fewer times), visual aids for all students, pictures, videos and a printed list of skill cues for ESL students or any student that may need them.			

Circle or highlight the numbers from each set of standards below that this lesson addresses:

National Content Standards (NASPE, 2004) 26) Demonstrates competency in motor skills & movement patterns needed to perform a variety of physical activities. 27) Demonstrates understanding of movement concepts, principles, strategies, & tactics as they apply to the learning & performance of physical activities. 28) Participates regularly in physical activity. 29) Achieves & maintains a health-enhancing level of physical fitness. 30) Exhibits responsible personal & social behavior that respects self & others in physical activity settings.	
Virginia Standards of Learning (2001) 21) Demonstrates proficiency in all fundamental movement skills & patterns & competence in several specialized movement forms. 22) Apply movement principles & concepts to learning & developing motor skills & specialized movement forms. 23) Achieve & maintain a health-enhancing level of personal fitness. 24) Demonstrate responsible personal & social behaviors in physical activity settings. 25) Demonstrate a physically active lifestyle, including activity within & outside of the physical education setting.	SOL #: 7.1a, 7.2a, c, 7.4a, c

Time	Learning Activities & Extension Tasks	Organization & Transitions	Skill Cues & Refinement Tasks	Application/ Assessment Tasks
12min	Instant Activity: “Grab a ball and either dribble around in free space on this court or practice passing and receiving with a partner.”	X=teacher O=students I=equipment IIIIIII X O O O O O O O O O O O O O O O O O O O O O O O O	-maintaining possession of the ball in order to score -dribbling to maintain possession of the ball in order to score -attacking the goal and shooting in order to score -restarting play by executing a throw-in, free kick and corner kick -passing and receiving with an instep kick, using the inside of the foot and all parts of both feet -defending space -defending the goal	-What other sports do you have to maintain possession of the ball in order to score? -practice tasks -mini, modified games -entrance ticket
3min	Anticipatory Set: “We have been going over all of the important movement concepts and skills in soccer. We have focused on shooting and attacking the goal to score. I want you to complete this exit ticket, listing the appropriate skill cues in order, for shooting and attacking the goal. Bring it to me when you are finished and then have a seat.”			
1min	Informing Task: “We will be playing mini, modified games today. We will be playing 5v5 or 6v6, but if you feel more comfortable, we can set up a 3v3 game as well. This is the time to demonstrate what you have learned and been practicing.”	X=teacher O=students I=equipment X IIII O	-Dribbling: -1: keep the ball close, 2: use all parts of both feet 3: turn away and move away at high speed - Throw in: -use 2 hands -take ball behind head; back may be slightly arched	-Students will complete an entrance ticket, listing the important skill cues for shooting and attacking the goal
2min				

	-“What are the important movement concepts?” -shooting and attacking the goal -restarting play with a throw-in, corner kick and free kick -defending space and the goal		-keep 2 feet on the ground; or, use opposition to increase a bit more momentum -throw to receiver’s feet Instep kick: -non-kicking foot beside the ball -draw kicking foot back, turn toe outward -contact the ball with the inside of foot and follow through -Free Kick: 1: shooting, hit the target, 2: pass to shoot, pass the ball into the shooter’s path, 3: cross to the center of the goal area -Corner Kick: 1: corner taker crosses away from the goalkeeper to the far-post area, 2: all players at the edge of penalty area attack the far-post area when the kick is taken -Attacking the Goal: 1: hold, 2: turn and shoot, 3: look for support, 4: follow shot for rebound -Defending Space, Guarding and Pressuring the Ball:	
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			1: close down opponent quickly, 2: stop one arm's length away, 3: get low, 4: use staggered stance, 5: wait for opponent to try to turn, 6: do not dive into the tackle	
15min	Practice Task: "We are going to start in groups of 3 playing 3v3 and then we will move on to 5v5 and 6v6. I will assign your groups and then you will begin playing, executing all of the movement concepts and skills that we have learned."	X=teacher, O=students and I=equipment X <pre> OOO I OOO I I I OOO I OOO I IIIIIIboundaryIIIIIIIIIIIIIIIIII I OOO I OOO I I I OOO I OOO I </pre>	--I will provide feedback to each of the students pertaining to the skill cues and have them focus on a certain part of their skill execution; such as, focusing on keeping two feet on the ground, using all parts of feet, creating space or using two hands. -If students need to practice individually or in smaller groups they may, students can perform more or fewer times during the practice task or the task can be made easier or harder by the student or myself	-Mini, modified games -5v5 or 6v6
50min	Mini, Modified Game Play: 5v5 or 6v6 "Now, you are going to be grouped again by me and you will practice playing 5v5 or 6v6. Your focus is still on executing the movement	X <pre> OOOOO I OOOOO I I I OOOOO I OOOOO I </pre>		

[illegible]

8. Critical Resources:

- Adequate facilities are provided inside with the gymnasium(s) and outside with the painted soccer fields
- Equipment includes courts or fields (2-4), soccer balls (big, small or soft) (30), cones (25-30), poly spots (25-30), goals (8-10), pennies (30) and pencils (30)
- Multimedia resources include Flip Video cameras for video analyses and YouTube for skill demonstrations

9. Research Base Used to Support Rationale and Learning Strategies

Buck, M., Lund, J. L., Harrison, J. M. & Blakemore, C. L. (2006). *Instructional strategies for secondary school physical education* (6th ed.). New York: McGraw-Hill.

Mitchell, S. A., Oslin, J. L. & Griffin, L. L. (2006). *Teaching sport concepts and skills: A tactical games approach*. (2nd ed.). Champaign, IL: Human Kinetics.

Rink, J. E., (2009). *Designing the physical education curriculum: Promoting active lifestyles*. New York: McGraw-Hill.

Rink, J. E., (2010). *Teaching physical education for learning*. (6th ed.). New York: McGraw-Hill.

Secondary Physical Education Standards-Based Unit Plan Rubric

Criteria & Weighting	Exemplary 3	Competent 2	Does Not Meet Expectations—1
Unit Focus: Rationale (2X 1=2)	Explicit and defensible description and rationale as to why the unit was selected for this group of students at this time of year.	Defensible description and rationale as to why the unit was selected for this group of students at this time of year.	Description and/or rationale as to why the unit was selected for this group of students at this time of year is missing or indefensible.
Unit Focus: Mission of Physical Education (3X 1=3)	Thorough and accurate statement of the relationship of this unit to the mission of physical education.	Accurate statement of the relationship of this unit to the mission of physical education.	Weak or missing statement of the relationship of this unit to the mission of physical education.
Unit Focus: Central Organizer (2X 1=2)	Unit is clearly and appropriately organized around a theme, concept, content, a skill, an issue, a problem, or a question relevant to students.	Unit is clearly and appropriately organized around a theme, concept, content, a skill, an issue, a problem, or a question relevant to students.	Unit is loosely organized or not organized around a theme, concept, content, a skill, an issue, a problem, or a question relevant to students.
Unit Focus: Goals, Standards (2X 2=4)	Unit goals are clearly developed from and linked to appropriate and specific NASPE and VA SOL.	Unit goals are developed from and linked to appropriate and specific NASPE and VA SOL.	Unit goals are not linked to appropriate and specific NASPE and VA SOL.
Unit Focus: Goals, Standards (2X 2=4)	Unit goals clearly guide the development of appropriate learning activities to cover the scope of the unit outcomes.	Unit goals guide the development of appropriate learning activities to cover the scope of the unit outcomes.	Unit goals do NOT guide the development of appropriate learning activities OR do NOT cover the scope of the unit outcomes.
Assessment: Culminating Product (2X 4=8)	The summative assessment clearly articulates to the student and teacher the level of student achievement for each goal.	The summative assessment articulates to the student and teacher the level of student achievement for each goal.	The summative assessment does not provide the student and/or teacher information regarding the level of student achievement for each goal.
Assessment Tools: Rubrics (3X 4=12)	Multiple (4 or more) types of rubrics are used to judge student performance.	Several (3) types of rubrics are used to judge student performance.	Two or fewer types of rubrics are used to judge student performance.
Assessment Tools: Rubrics (2X 3=6)	Rubrics meet all 5 of the criteria to ensure fairness, equity, and consistency.	Rubrics meet 4 of the criteria to ensure fairness, equity, and consistency.	Rubrics meet 3 or fewer of the criteria to ensure fairness, equity, and consistency.

Criteria & Weighting	Exemplary 3	Competent 2	Does Not Meet Expectations—1
Assessment Tools: Grading (3X 1=3)	Criteria utilized to assign students a unit grade is based on appropriate summative and formative assessments.	Criteria utilized to assign students a unit grade is based on summative and formative assessments.	Criteria utilized to assign students a unit grade is missing summative and/or formative assessments.
Assessment Tools: Grade (3X 1=3)	Complete and thorough outline of how each of the assessments will be transferred to a numerical grade.	Complete outline of how each of the assessments will be transferred to a numerical grade.	Outline of how each of the assessments will be transferred to a numerical grade is missing or incomplete.
Learning Activities: Linked to Standards (2.5X 2=5)	Learning activities are clearly linked and lead students to the achievement of the standards and goals.	Learning activities are linked and lead students to the achievement of the standards and goals.	Learning activities are not linked and/or do not lead students to the achievement of the standards and goals.
Learning Activities: Extensions/ Applications (2.5X 3=7)	Experiences enable and encourage student learning by appropriately addressing all the levels of content analysis (Rink, 2006).	Experiences enable and encourage student learning by addressing all the levels of content analysis (Rink, 2006).	Student learning experiences address some the levels of content analysis (Rink, 2006) or is missing.
Learning Activities: Assessment (2X 3=6)	Learning activities represent all domains and are appropriately matched to formative and summative assessments.	Learning activities represent all domains and are matched to formative and summative assessments.	Learning activities do not represent all domains and/or are not matched to formative and summative assessments.
Learning Activities: Motivational Strategies (2X 2=6)	Motivational strategies are clearly articulated to address the learning needs of ALL students.	Motivational strategies are articulated to address the learning needs of the majority of students.	Motivational strategies are articulated to address the learning needs of a small group of students.
Learning Activities: Differentiation /Modification for specific students (3X 3=9)	Appropriate and thoughtful modifications are identified and described for students including: skill progression, equipment, and/or verbal instructions for students who are ESL speakers.	Appropriate modifications are identified and described for students including: skill progression, equipment, and/or verbal instructions for students who are ESL speakers.	Modifications are NOT identified and described for students including: skill progression, equipment, and/or verbal instructions for students who are ESL speakers.

Criteria & Weighting	Exemplary 3	Competent 2	Does Not Meet Expectations—1
Digital Pictures (2X 2=2)	Professional looking and easy to see digital pictures for 4 or more basic skills clearly depicting the preparation, execution, and follow-through stages.	Professional looking and easy to see digital pictures for 4 basic skills depicting the preparation, execution, and follow-through stages. Sequence off	Digital pictures for 3 or fewer basic skills depicting the preparation, execution, and follow-through stages that are not professional looking and/or easy to see
Digital Pictures (1X 2=2)	Pictures clearly and succinctly guide the observer toward the critical elements of each skill.	Pictures clearly guide the observer toward the critical elements of each skill.	Pictures do not guide the observer toward the critical elements of each skill.
Block Plan (1.5X 7=10.5)	Block of 10 lessons reflects best practice; scope and sequence clearly demonstrates a developmentally appropriate progression of learning and assessment activities.	Block of 10 lessons reflects best practice; scope and sequence demonstrates a developmentally appropriate progression of learning and assessment activities.	Block of fewer than 10 lessons; may not reflect best practice; and/or scope and sequence does not demonstrate a developmentally appropriate progression of learning and/or assessment activities.
Lesson Plans (1.5X 4=6)	A score between 55-66 points, with all indicators as Competent or Exemplary (using the physical education lesson plan rubric) for 5 days of instructional lesson plans.	A score between 44-54 points, with all indicators as Competent or Exemplary (using the physical education lesson plan rubric) for five (5) days of instructional lesson plans.	A score of fewer than 44 points, with one or more indicator as Does Not Meet Expectations (using the physical education lesson plan rubric) for five (5) or fewer days of lesson plans. Only your revised lesson meets expectations
Critical Resources (3X 1=3)	Unit plan designed to effectively and appropriately utilize facilities (inside, outside, & off-campus), equipment, print or media materials, and technology to enhance student learning.	Unit plan designed to utilize facilities (inside, outside, & off-campus), equipment, print or media materials, and technology to enhance student learning.	Unit plan design does not utilize facilities (inside, outside, & off-campus), equipment, print or media materials, or technology to enhance student learning.
Research Base (3X 1=3)	Rationale, learning strategies, and assessment are supported by research & referenced using APA	Rationale and learning strategies are supported by research and referenced using APA 6.0.	Rationale and learning strategies are not supported by research or referenced using APA 6.0.
Total			<u>106.5</u> /150 points

[-1 for not submitting information in Moodle on time \(105.5\)](#)