

<b>Content:</b> Physical Education	<b>Grade/Course:</b> 4th	<b>Timeline:</b> 5 days (Week 1)
<b>Standard(s):</b> Standard 1: Motor Skills and Movement Patterns Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. 4.1.1 Demonstrate mature (proficient) movement patterns in locomotor, nonlocomotor, and manipulative skills. <i>EXAMPLE(S):</i> Demonstrate a mature hop (e.g., non-support leg flexed 90°, non-support thigh lifts with vertical thrust of support foot, greater body lean, rhythmical action of non-support leg, arms move together in rhythmical lifting as support foot leaves ground).		
<b>Lesson Overview:</b> Students will learn safety in P.E. and how to correctly perform movements and motor skills.	<b>Lesson Objective(s):</b> In this lesson, students will be able to <ul style="list-style-type: none"> <li>• Demonstrate safety in P.E.</li> <li>• Demonstrate mature movement patterns (Walk, jog, run, skip, hop, sprints, laterals, and backward movement.)</li> <li>• Explain the importance of cool down, warm up and technique in exercise and sports.</li> </ul>	
<b>Vocabulary:</b> Exercise Warm up Cool Down Technique Movement pattern	<b>Focus Question(s):</b> Why is learning the movement patterns important? Why safety in P.E. is important? What is the importance of warm up, cool down, exercise and technique?	

**Description of Lesson (Including Instructional Strategies):**

**Anticipatory Set:** Ask the students “What do all sports and exercises have in common?” Steer the students into the direction of basic safety and movements.

**Instruction and Strategies:**

Whole class instruction

**Guided Practice:**

Day 1:

- Discuss with students the importance of safety in P.E. (Talk about hydration, clothing, equipment, limitations, injuries, techniques, rules, etc....)
- Introduce the vocabulary words.
- Have students wear proper foot wear for participation in Day 2 activities.

Day 2-4:

- Have the class form up in a big circle with you in the middle or a rectangular formation (rows: arm length apart from each other.)
- Lead students in warm up.

- March in place and then jog in place (1 min)
- Do rotations (neck, arm and shoulder, hip, and knees and ankles) (3 mins)
- Explain why warm up is important and that they are now warmed up. (2 Mins)
- Break students down in 2 lines.
  - Have a start point and end point (~40 feet)
  - Demonstrate proper (walk, jog, run, skip, hop, sprints, laterals, and backward movement.)
  - Demonstrate 1 movement at a time and have students go 1 at a time for each line form start point to end point.
  - Be mindful of time, don't rush the movements and make sure technique is correct.
  - Cool Down Stretches (Arms, chest, back, and legs) (discuss its importance)
- Day 5
  - Performance Assessment

**Formative Assessment:**

**Performance Assessment:** Assess how students perform each of the movements. (Walk, jog, run, skip, hop, sprints, laterals, and backward movement.)

Rate the students on a scale of 1(lowest) to 5 (highest) on how well they perform each task.

**Writing Assignment:**

- Answer the following questions:
  1. Why safety in P.E. is important?
  2. What is the importance of warm up, cool down, exercise and technique?
  3. Why is learning the moment patterns important?

**Closure:** Let students know that the whole process of warm up, cool down, and technique is involved in all movement and sports and that it's important to practice.

**Independent Practice:**

This concept not yet fully developed for students to work independently.

**Accommodations/Modifications:**

- Less repetitions
- performing modified tasks.

**Resources (Textbook and Supplemental):** <http://www.pecentral.org/>

<b>Content:</b> Physical Education	<b>Grade/Course:</b> 4th	<b>Timeline:</b> 5 days (Week 2)
<p><b>Standard(s):</b>  Standard 1: Motor Skills and Movement Patterns  Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.  4.1.1 Demonstrate mature (proficient) movement patterns in locomotor, nonlocomotor, and manipulative skills.  <i>EXAMPLE(S):</i> Demonstrate a mature hop (e.g., non-support leg flexed 90°, non-support thigh lifts with vertical thrust of support foot, greater body lean, rhythmical action of non-support leg, arms move together in rhythmical lifting as support foot leaves ground).   4.1.2 Practice combinations of movement skills for specific sports.  <i>Example(s):</i> Perform a catch, dribble, and pass with a ball to a moving partner.   4.2.1 Describe critical elements of correct movement patterns for fundamental movement skills.   4.2.2 Apply the concept of practice to improve movement skills.</p>		
<p><b>Lesson Overview:</b>  Students will learn safety in P.E. and how to correctly perform movements and motor skills.   Students will dribble, pass, and catch a ball with 80% accuracy.</p>	<p><b>Lesson Objective(s):</b>  In this lesson, students will be able to</p> <ul style="list-style-type: none"> <li>• Conduct warm up and cool downs.</li> <li>• Demonstrate mature movement patterns (Walk, jog, run, skip, hop, sprints, laterals, and backward movement.)</li> <li>• Dribble, pass, and catch a ball with a partner.</li> </ul>	
<p><b>Vocabulary:</b>  Exercise  Warm up  Cool Down  Technique  Movement pattern  Dribble  Pass  Catch</p>	<p><b>Focus Question(s):</b>   How does learning movements and movement patterns help with learning sports?   How do you improve skills in sports?</p>	

**Description of Lesson (Including Instructional Strategies):**

**Anticipatory Set:** Ask the students “Who played basketball before?” Discuss the importance of basic skills of dribbling, passing, and catching.

**Instruction and Strategies:**

Whole class instruction/interaction. Demonstrate and follow.

## Guided Practice:

### Day 1-2:

- Have the students in formation, making sure everyone is wearing the appropriate clothing.
- Lead students in warm up and rotations.
  - March in place and then jog in place (1 min)
  - Do rotations (neck, arm and shoulder, hip, and knees and ankles) (3 mins)
- Demonstrate how to properly chest pass and catch a ball (basketball or ball around the same size).
- Have students form circles depending on how many balls you have. Then have students practice passing to each other (calling the students name that they are passing to).
- Continue for a few minutes.
- Perform cool downs.
- Be mindful of time.

### Day 3-4:

- Have the students in formation, making sure everyone is wearing the appropriate clothing.
- Lead students in warm up and rotations.
  - March in place and then jog in place (1 min)
  - Do rotations (neck, arm and shoulder, hip, and knees and ankles) (3 mins)
- Demonstrate how to properly dribble a ball (basketball or ball around the same size).
- Have students line up depending on how many balls you have. Then have students practice dribbling down and back (relay style), and have them chest pass the ball to the next student.
- Continue for a few minutes.
- Perform cool downs.
- Be mindful of time.

### Day 5

- Performance Assessment

## Formative Assessment:

**Performance Assessment:** Assess how students perform each of the skills (dribble, pass, and catch)

Rate the students on correctly performed skills. How many correctly perform out of 5 attempts.

## Writing Assignment:

- Answer the following questions:
  1. What is the importance of warm up, cool down, exercise and technique?
  2. Why is learning the moment patterns important?
  3. How does learning movements and movement patterns help with learning sports?
  4. How do you improve skills in sports?

**Closure:** Let students know that different sports have different skills and techniques and that it's important to practice individual skills.

**Independent Practice:**

Join outside organized sports leagues.

Practice skills at home.

**Accommodations/Modifications:**

-Less repetitions

-performing modified tasks.

**Resources (Textbook and Supplemental):** <http://www.pecentral.org/>

- Basketballs or equivalent sized balls.
- Open area with no obstructions.

<b>Content:</b> Physical Education	<b>Grade/Course:</b> 4th	<b>Timeline:</b> Sept. 8-11
<p><b>Standard(s):</b></p> <p>4.1.1 Demonstrate mature (proficient) movement patterns in locomotor, nonlocomotor, and manipulative skills.</p> <p>4.1.2 Practice combinations of movement skills for specific sports.</p> <p>4.2.1 Describe critical elements of correct movement patterns for fundamental movement skills.</p> <p>4.2.2 Apply the concept of practice to improve movement skills.</p> <p>4.2.4 Recognize and describe critical elements of complex movement patterns.</p> <p>4.3.3 Identify and participate in lifetime physical activities.</p> <p>4.5.1 Exhibit independence and the ability to succeed in groups in physical activity settings.</p> <p>4.5.2 Follow rules and safe practices in all class activities without being reminded.</p> <p>4.6.2 Interact positively with classmates and friends in physical activity.</p>		
<p><b>Lesson Overview:</b> Students will learn safety, rules, and regulations for playing soccer and how to correctly perform movements and motor skills.</p> <p>Students will dribble, pass, trap and shoot with 80% accuracy.</p>	<p><b>Lesson Objective(s):</b> In this lesson, students will be able to</p> <ul style="list-style-type: none"> <li>• Demonstrate mature movement patterns</li> <li>• Dribble, pass, and trap a ball with a partner.</li> <li>• Understand and demonstrate the rules of soccer.</li> </ul>	
<p><b>Vocabulary:</b> Dribble Pass Trap Shoot</p>	<p><b>Focus Question(s):</b></p> <p>How can I exhibit independence and the ability to succeed in groups in physical activity settings?</p> <p>How do I interact positively with classmates and friends in physical activity.</p>	

**Description of Lesson (Including Instructional Strategies):**

**Anticipatory Set:** Ask the students “Who played soccer before?” Discuss the importance of basic skills of dribbling, passing, and trapping.

**Instruction and Strategies:**

Whole class instruction/interaction. Demonstrate and follow.

## Guided Practice:

### Day 1: Rules of Soccer

- Use the websites as reference to teach the rules
- <http://www.kids-play-soccer.com/basic-soccer-rules.html>
- <http://www.ducksters.com/sports/socccergameplay.php>
- <https://www.youtube.com/watch?v=M18UNJDspO4>

### Day 2-3:

- Have the soccer goal set up.
- Have the students in formation, making sure everyone is wearing the appropriate clothing.
- Lead students in warm up and rotations.
  - March in place and then jog in place (1 min)
  - Do rotations (neck, arm and shoulder, hip, and knees and ankles) (3 mins)
- Review how to properly pass and trap a ball (soccer ball or ball around the same size).
- Have students form circles depending on how many balls you have. Then have students practice passing to each other (calling the students name that they are passing to).
- Continue for a few minutes.
- Teach the students how to shoot the soccer ball into or toward the goal.
- Have students take turns shoot the soccer ball into the goal.
- While waiting other students are still practicing passing and trapping.

### Day 4

- Performance Assessment

## Formative Assessment:

**Performance Assessment:** Assess how students perform each of the skills (dribble, pass, trapping and shooting)

Rate the students on correctly performed skills. How many correctly performed out of 5 attempts.

## Assessment:

- Answer the following questions:
  1. Name some techniques used in soccer. (dribble, pass, trap, shoot, header, throw in)
  2. What movements are used in soccer? (Running, Sprinting, Laterals, Walking, Jumping, etc...)
  3. What happens when the ball is kicked out of bounds? (Throw in, corner kick, goalie kick)
  4. What happens when you touch the ball with your hands? (Penalty kick from spot of hand ball)

**Closure:** Let students know that different sports have different skills and techniques and that it's important to practice individual skills. Build on what you've learned.

**Independent Practice:**

Join outside organized sports leagues.  
Practice skills at home.

**Accommodations/Modifications:**

-Less repetitions  
-performing modified tasks.

**Resources (Textbook and Supplemental):** <http://www.pecentral.org/>

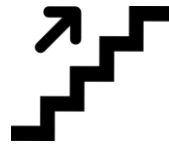
- Soccer ball or equivalent sized balls.
- Soccer goal
- Open area with no obstructions.



Name \_\_\_\_\_

Grade \_\_\_\_\_

# My Goals



Circle one: **Fall**  
**Winter**  
**Spring**

**Academic goal** \_\_\_\_\_

\_\_\_\_\_

Things I can do to achieve this goal \_\_\_\_\_

\_\_\_\_\_

How I did \_\_\_\_\_

**Behavioral or Social goal** \_\_\_\_\_

\_\_\_\_\_

Things I can do to achieve this goal \_\_\_\_\_

\_\_\_\_\_

How I did \_\_\_\_\_

**Personal goal** \_\_\_\_\_

\_\_\_\_\_

Things I can do to achieve this goal \_\_\_\_\_

\_\_\_\_\_

How I did \_\_\_\_\_

<b>Content:</b> Physical Education	<b>Grade/Course:</b> 4th	<b>Timeline:</b> 5 days Sept. 14-18
<p><b>Standard(s):</b></p> <p>4.1.1 Demonstrate mature (proficient) movement patterns in locomotor, nonlocomotor, and manipulative skills.</p> <p>4.1.2 Practice combinations of movement skills for specific sports.</p> <p>4.2.1 Describe critical elements of correct movement patterns for fundamental movement skills.</p> <p>4.2.2 Apply the concept of practice to improve movement skills.</p> <p>4.2.4 Recognize and describe critical elements of complex movement patterns.</p> <p>4.3.3 Identify and participate in lifetime physical activities.</p> <p>4.5.1 Exhibit independence and the ability to succeed in groups in physical activity settings.</p> <p>4.5.2 Follow rules and safe practices in all class activities without being reminded.</p> <p>4.6.2 Interact positively with classmates and friends in physical activity.</p>		
<p><b>Lesson Overview:</b> Students will learn safety, rules, and regulations for playing soccer and how to correctly perform movements and motor skills.</p> <p>Students will dribble, pass, trap and shoot with 80% accuracy.</p>	<p><b>Lesson Objective(s):</b> In this lesson, students will be able to</p> <ul style="list-style-type: none"> <li>• Demonstrate mature movement patterns</li> <li>• Dribble, pass, and trap a ball with a partner.</li> <li>• Understand and demonstrate the rules of soccer.</li> </ul>	
<p><b>Vocabulary:</b> Dribble Pass Trap Shoot Throw-in</p>	<p><b>Focus Question(s):</b></p> <p>How can I exhibit independence and the ability to succeed in groups in physical activity settings?</p> <p>How do I Interact positively with classmates and friends in physical activity.</p>	

**Description of Lesson (Including Instructional Strategies):**

**Anticipatory Set:** Discuss the importance of basic soccer skills of dribbling, passing, throw in, shooting and trapping.

**Instruction and Strategies:**

Whole class instruction/interaction. Demonstrate and follow.

## **Guided Practice:**

### Day 1: Review the Rules of Soccer / Practice

- Have the soccer goal set up.
- Have the students in formation, making sure everyone is wearing the appropriate clothing.
- Lead students in warm up and rotations.
  - March in place and then jog in place (1 min)
  - Do rotations (neck, arm and shoulder, hip, and knees and ankles) (3 mins)
- Introduce the skill of throw-in.
  - Used when the ball goes out of bounds.
  - Player must use both hands to throw in and both feet have to be in contact with the ground. The throw come from over the head.
- Have students do independent practice with throw in.
- Cool down

### Day 2-4: Skills practice

- Have students warm up.
- Have students do independent practice with throw in.
- Review how to properly pass and trap a ball (soccer ball or ball around the same size).
- Have students form circles depending on how many balls you have. Then have students practice passing to each other (calling the students name that they are passing to).
- Continue for a few minutes.
- Have the students practice shooting the soccer ball into or toward the goal.
- While waiting other students are still practicing passing and trapping.
- Cool down.

### Day 5

- Performance Assessment

## **Formative Assessment:**

**Performance Assessment:** Assess how students perform each of the skills (dribble, pass, throw in, trapping and shooting)

Rate the students on correctly performed skills. How many correctly performed out of 5 attempts.

## **Assessment:**

- Answer the following questions:
  1. Name some techniques used in soccer. (dribble, pass, trap, shoot, header, throw in)
  2. What movements are used in soccer? (Running, Sprinting, Laterals, Walking, Jumping, etc...)
  3. What happens when the ball is kicked out of bounds? (Throw in, corner kick, goalie kick)
  4. What happens when you touch the ball with your hands? (Penalty kick from spot of hand ball)

**Closure:** Let students know that different sports have different skills and techniques and that it's important to practice individual skills. Build on what you've learned.

**Independent Practice:**

Join outside organized sports leagues.

Practice skills at home.

**Accommodations/Modifications:**

-Less repetitions

-performing modified tasks.

**Resources (Textbook and Supplemental):** <http://www.pecentral.org/>

- Soccer ball or equivalent sized balls.
- Soccer goal
- Open area with no obstructions.

<b>Content:</b> Physical Education	<b>Grade/Course:</b> 4th	<b>Timeline:</b> Sept. 21-25
<p><b>Standard(s):</b></p> <p>4.1.1 Demonstrate mature (proficient) movement patterns in locomotor, nonlocomotor, and manipulative skills.</p> <p>4.1.2 Practice combinations of movement skills for specific sports.</p> <p>4.2.1 Describe critical elements of correct movement patterns for fundamental movement skills.</p> <p>4.2.2 Apply the concept of practice to improve movement skills.</p> <p>4.2.4 Recognize and describe critical elements of complex movement patterns.</p> <p>4.3.3 Identify and participate in lifetime physical activities.</p> <p>4.5.1 Exhibit independence and the ability to succeed in groups in physical activity settings.</p> <p>4.5.2 Follow rules and safe practices in all class activities without being reminded.</p> <p>4.6.2 Interact positively with classmates and friends in physical activity.</p>		
<p><b>Lesson Overview:</b></p> <p>Students will learn safety, rules, and regulations for playing soccer and how to correctly perform movements and motor skills.</p> <p>Students will dribble, pass, trap and shoot with 80% accuracy.</p> <p>Students will play soccer with teammates while following all the rules and guidelines.</p>	<p><b>Lesson Objective(s):</b></p> <p>In this lesson, students will be able to</p> <ul style="list-style-type: none"> <li>• Demonstrate mature movement patterns</li> <li>• Dribble, pass, and trap a ball with a partner.</li> <li>• Understand and demonstrate the rules of soccer.</li> <li>• Demonstrate the game of soccer with teammates.</li> </ul>	
<p><b>Vocabulary:</b></p> <p>Dribble</p> <p>Pass</p> <p>Trap</p> <p>Shoot</p> <p>Throw-in</p> <p>Scrimmage</p>	<p><b>Focus Question(s):</b></p> <p>How can I exhibit independence and the ability to succeed in groups in physical activity settings?</p> <p>How do I Interact positively with classmates and friends in physical activity.</p>	

**Description of Lesson (Including Instructional Strategies):**

**Anticipatory Set:** Discuss the importance of basic soccer skills of dribbling, passing, throw in, shooting and trapping.

**Instruction and Strategies:**

Whole class instruction/interaction. Demonstrate and follow.

**Guided Practice:**

Day 1-3: Review the Rules of Soccer / Skills Practice

- Have the soccer goal set up.
- Have the students in formation, making sure everyone is wearing the appropriate clothing.
- Lead students in warm up and rotations.
  - March in place and then jog in place (1 min)
  - Do rotations (neck, arm and shoulder, hip, and knees and ankles) (3 mins)
- Review the skill of throw-in.
  - Used when the ball goes out of bounds.
  - Player must use both hands to throw in and both feet have to be in contact with the ground. The throw come from over the head.
- Have students do independent practice with throw in.
- Review how to properly pass and trap a ball (soccer ball or ball around the same size).
- Have students form smaller groups depending on how many balls you have. Then have students practice passing to each other (calling the students name that they are passing to).
- Continue for a few minutes.
- Have students practice dribbling the ball in their groups. (Example: do a relay, down and back)
- Have the students practice shooting the soccer ball into or toward the goal.
- Watch students' technique and give advice on how to improve.
- Cool down.

Day 4-5

- Materials: Goals, Open area, soccer balls, whistle
- With two goals and an open area set up students will have a mini scrimmage.
- Talk to students about safety (running near other students/kicking/tripping).
- Split your class in half and slowly go over the game of soccer while they are playing. Patience is key to helping the students develop and understand all aspects of the game.
- Have a whistle handy to get students attention.

**Formative Assessment:**

**Performance Assessment:** Assess how students perform each of the skills (dribble, pass, throw in, trapping and shooting)

Assess how well students perform skills as well as their communication amongst teammates.

Continue to rate the students on correctly performed skills.

**Assessment:**

- Answer the following questions:
  1. Name some techniques used in soccer. (dribble, pass, trap, shoot, header, throw in)
  2. What movements are used in soccer? (Running, Sprinting, Laterals, Walking, Jumping, etc...)
  3. What happens when the ball is kicked out of bounds? (Throw in, corner kick, goalie kick)
  4. What happens when you touch the ball with your hands? (Penalty kick from spot of hand ball)
  5. How do you score a goal in soccer? (Get the ball into the opposing teams net)
  6. Why is having skill and teamwork important in soccer?

**Closure:** Share with the students that playing team sports can only get so far as an individual. It takes great teamwork and personal skill to excel in any team sport. Let students know that different sports have different skills and techniques and that it's important to practice individual skills. Build on what you've learned. Practice! Practice! Practice!

**Independent Practice:**

Join outside organized sports leagues.  
Practice skills at home.

**Accommodations/Modifications:**

- Less repetitions
- performing modified tasks.

**Resources (Textbook and Supplemental):** <http://www.pecentral.org/>

- Soccer ball or equivalent sized balls.
- Soccer goal
- Open area with no obstructions.

<b>Content:</b> Physical Education	<b>Grade/Course:</b> 4th	<b>Timeline:</b> Sept. 28 – Oct. 2
<p><b>Standard(s):</b></p> <p>4.1.1 Demonstrate mature (proficient) movement patterns in locomotor, nonlocomotor, and manipulative skills.</p> <p>4.1.2 Practice combinations of movement skills for specific sports.</p> <p>4.2.1 Describe critical elements of correct movement patterns for fundamental movement skills.</p> <p>4.2.2 Apply the concept of practice to improve movement skills.</p> <p>4.2.4 Recognize and describe critical elements of complex movement patterns.</p> <p>4.3.3 Identify and participate in lifetime physical activities.</p> <p>4.5.1 Exhibit independence and the ability to succeed in groups in physical activity settings.</p> <p>4.5.2 Follow rules and safe practices in all class activities without being reminded.</p> <p>4.6.2 Interact positively with classmates and friends in physical activity.</p>		
<p><b>Lesson Overview:</b></p> <p>Students will learn safety, rules, and regulations for playing soccer and how to correctly perform movements and motor skills.</p> <p>Students will dribble, pass, trap and shoot with 80% accuracy.</p> <p>Students will play soccer with teammates while following all the rules and guidelines.</p>	<p><b>Lesson Objective(s):</b></p> <p>In this lesson, students will be able to</p> <ul style="list-style-type: none"> <li>• Demonstrate mature movement patterns</li> <li>• Dribble, pass, and trap a ball with a partner.</li> <li>• Understand and demonstrate the rules of soccer.</li> <li>• Demonstrate the game of soccer with teammates.</li> </ul>	
<p><b>Vocabulary:</b></p> <p>Dribble</p> <p>Pass</p> <p>Trap</p> <p>Shoot</p> <p>Throw-in</p> <p>Scrimmage</p>	<p><b>Focus Question(s):</b></p> <p>How can I exhibit independence and the ability to succeed in groups in physical activity settings?</p> <p>How do I Interact positively with classmates and friends in physical activity.</p>	

**Description of Lesson (Including Instructional Strategies):**

**Anticipatory Set:** Discuss the importance of basic soccer skills of dribbling, passing, throw in, shooting and trapping. Briefly review the rules of soccer.



**Instruction and Strategies:**

Whole class instruction/interaction. Demonstrate and follow.

**Guided Practice:**

## Day 1-2: Review the Rules of Soccer / Skills Practice

- Have the soccer goal set up.
- Have the students in formation, making sure everyone is wearing the appropriate clothing.
- Lead students in warm up and rotations.
  - March in place and then jog in place (1 min)
  - Do rotations (neck, arm and shoulder, hip, and knees and ankles) (3 mins)
- Review the skill of throw-in.
  - Used when the ball goes out of bounds.
  - Player must use both hands to throw in and both feet have to be in contact with the ground. The throw come from over the head.
- Have students do independent practice with throw in.
- Review how to properly pass and trap a ball (soccer ball or ball around the same size).
- Have students form smaller groups depending on how many balls you have. Then have students practice passing to each other (calling the students name that they are passing to).
- Have students practice dribbling the ball in their groups. (Example: do a relay, down and back)
- Have the students practice shooting the soccer ball into or toward the goal.
- Watch students' technique and give advice on how to improve.
- Cool down.

## Day 3-5

- Materials: Goals, Open area, soccer balls, whistle
- With two goals and an open area set up students will have a mini scrimmage.
- Talk to students about safety (running near other students/kicking/tripping).
- Split your class in half and slowly go over the game of soccer while they are playing. Patience is key to helping the students develop and understand all aspects of the game.
- Have a whistle handy to get students attention.

**Formative Assessment:**

**Performance Assessment:** Assess how students perform each of the skills (dribble, pass, throw in, trapping and shooting)

Assess how well students perform skills as well as their communication amongst teammates.

Continue to rate the students on correctly performed skills.

**Assessment:**

- Answer the following questions:
  1. Name some techniques used in soccer. (dribble, pass, trap, shoot, header, throw in)
  2. What movements are used in soccer? (Running, Sprinting, Laterals, Walking, Jumping, etc...)
  3. What happens when the ball is kicked out of bounds? (Throw in, corner kick, goalie kick)
  4. What happens when you touch the ball with your hands? (Penalty kick from spot of hand ball)
  5. How do you score a goal in soccer? (Get the ball into the opposing teams net)
  6. Why is having skill and teamwork important in soccer?

**Closure:** Share with the students that playing team sports can only get so far as an individual. It takes great teamwork and personal skill to excel in any team sport. Let students know that different sports have different skills and techniques and that it's important to practice individual skills. Build on what you've learned. Practice! Practice! Practice!

**Independent Practice:**

Join outside organized sports leagues.  
Practice skills at home.

**Accommodations/Modifications:**

- Less repetitions
- performing modified tasks.

**Resources (Textbook and Supplemental):** <http://www.pecentral.org/>

- Soccer ball or equivalent sized balls.
- Soccer goal
- Open area with no obstructions.

<b>Content:</b> Physical Education	<b>Grade/Course:</b> 4th	<b>Timeline:</b> October 5 <sup>th</sup> – 9th
<p><b>Standard(s):</b></p> <p>4.1.1 Demonstrate mature (proficient) movement patterns in locomotor, nonlocomotor, and manipulative skills.</p> <p>4.1.2 Practice combinations of movement skills for specific sports.</p> <p>4.2.1 Describe critical elements of correct movement patterns for fundamental movement skills.</p> <p>4.2.2 Apply the concept of practice to improve movement skills.</p> <p>4.2.4 Recognize and describe critical elements of complex movement patterns.</p> <p>4.3.3 Identify and participate in lifetime physical activities.</p> <p>4.5.1 Exhibit independence and the ability to succeed in groups in physical activity settings.</p> <p>4.5.2 Follow rules and safe practices in all class activities without being reminded.</p> <p>4.6.2 Interact positively with classmates and friends in physical activity.</p>		
<p><b>Lesson Overview:</b></p> <p>Students will learn safety, rules, and regulations for playing soccer and how to correctly perform movements and motor skills.</p> <p>Students will dribble, pass, trap and shoot with 80% accuracy.</p> <p>Students will play soccer with teammates while following all the rules and guidelines.</p>	<p><b>Lesson Objective(s):</b></p> <p>In this lesson, students will be able to</p> <ul style="list-style-type: none"> <li>• Demonstrate mature movement patterns</li> <li>• Dribble, pass, and trap a ball with a partner.</li> <li>• Understand and demonstrate the rules of soccer.</li> <li>• Demonstrate the game of soccer with teammates.</li> </ul>	
<p><b>Vocabulary:</b></p> <p>Dribble</p> <p>Pass</p> <p>Trap</p> <p>Shoot</p> <p>Throw-in</p> <p>Scrimmage</p>	<p><b>Focus Question(s):</b></p> <p>How can I exhibit independence and the ability to succeed in groups in physical activity settings?</p> <p>How do I Interact positively with classmates and friends in physical activity.</p>	

**Description of Lesson (Including Instructional Strategies):**

**Anticipatory Set:** Discuss the importance of basic soccer skills of dribbling, passing, throw in, shooting and trapping. Briefly review the rules of soccer.

**Instruction and Strategies:**

Whole class instruction/interaction. Demonstrate and follow.

**Guided Practice:****Day 1: Review the Rules of Soccer / Skills Practice**

- Have the soccer goal set up.
- Have the students in formation, making sure everyone is wearing the appropriate clothing.
- Lead students in warm up and rotations.
  - March in place and then jog in place (1 min)
  - Do rotations (neck, arm and shoulder, hip, and knees and ankles) (3 mins)
- Review the skill of throw-in.
  - Used when the ball goes out of bounds.
  - Player must use both hands to throw in and both feet have to be in contact with the ground. The throw come from over the head.
- Have students do independent practice with throw in.
- Review how to properly pass and trap a ball (soccer ball or ball around the same size).
- Have students form smaller groups depending on how many balls you have. Then have students practice passing to each other (calling the students name that they are passing to).
- Have students practice dribbling the ball in their groups. (Example: do a relay, down and back)
- Have the students practice shooting the soccer ball into or toward the goal.
- Watch students' technique and give advice on how to improve.
- Cool down.

**Day 2-5**

- Materials: Goals, Open area, soccer balls, whistle
- With two goals and an open area set up students will have a mini scrimmage.
- Talk to students about safety (running near other students/kicking/tripping).
- Split your class in half and walk through the game of soccer while they are playing. Don't stop the game unless, give direction in real time. Patience is key to helping the students develop and understand all aspects of the game.
- Have a whistle handy to get students attention.

**Formative Assessment:**

**Performance Assessment:** Assess how students perform each of the skills (dribble, pass, throw in, trapping and shooting)

Assess how well students perform skills as well as their communication amongst teammates.

Continue to rate the students on correctly performed skills.

**Assessment:**

- Answer the following questions:
  1. Name some techniques used in soccer. (dribble, pass, trap, shoot, header, throw in)
  2. What movements are used in soccer? (Running, Sprinting, Laterals, Walking, Jumping, etc...)
  3. What happens when the ball is kicked out of bounds? (Throw in, corner kick, goalie kick)
  4. What happens when you touch the ball with your hands? (Penalty kick from spot of hand ball)
  5. How do you score a goal in soccer? (Get the ball into the opposing teams net)
  6. Why is having skill and teamwork important in soccer?

**Closure:** Share with the students that playing team sports can only get so far as an individual. It takes great teamwork and personal skill to excel in any team sport. Let students know that different sports have different skills and techniques and that it's important to practice individual skills. Build on what you've learned. Practice! Practice! Practice!

**Independent Practice:**

Join outside organized sports leagues.  
Practice skills at home.

**Accommodations/Modifications:**

- Less repetitions
- performing modified tasks.

**Resources (Textbook and Supplemental):** <http://www.pecentral.org/>

- Soccer ball or equivalent sized balls.
- Soccer goal
- Open area with no obstructions.

<b>Content:</b> Physical Education	<b>Grade/Course:</b> 4th	<b>Timeline:</b> 5 days (Week 8)
<p><b>Standard(s):</b></p> <p>4.1.1 Demonstrate mature (proficient) movement patterns in locomotor, nonlocomotor, and manipulative skills.</p> <p>4.1.2 Practice combinations of movement skills for specific sports.</p> <p>4.2.1 Describe critical elements of correct movement patterns for fundamental movement skills.</p> <p>4.2.2 Apply the concept of practice to improve movement skills.</p> <p>4.2.4 Recognize and describe critical elements of complex movement patterns.</p> <p>4.3.3 Identify and participate in lifetime physical activities.</p> <p>4.5.1 Exhibit independence and the ability to succeed in groups in physical activity settings.</p> <p>4.5.2 Follow rules and safe practices in all class activities without being reminded.</p> <p>4.6.2 Interact positively with classmates and friends in physical activity.</p>		
<p><b>Lesson Overview:</b></p> <p>Students will learn safety, rules, and regulations for playing soccer and how to correctly perform movements and motor skills.</p> <p>Students will dribble, pass, trap and shoot with 80% accuracy.</p> <p>Students will play soccer with teammates while following all the rules and guidelines.</p>	<p><b>Lesson Objective(s):</b></p> <p>In this lesson, students will be able to</p> <ul style="list-style-type: none"> <li>• Demonstrate mature movement patterns</li> <li>• Dribble, pass, and trap a ball with a partner.</li> <li>• Understand and demonstrate the rules of soccer.</li> <li>• Demonstrate the game of soccer with teammates.</li> </ul>	
<p><b>Vocabulary:</b></p> <p>Dribble</p> <p>Pass</p> <p>Trap</p> <p>Shoot</p> <p>Throw-in</p> <p>Scrimmage</p> <p>Strategy</p>	<p><b>Focus Question(s):</b></p> <p>How can I exhibit independence and the ability to succeed in groups in physical activity settings?</p> <p>How do I Interact positively with classmates and friends in physical activity.</p> <p>How can I be a better team player and leader?</p>	

**Description of Lesson (Including Instructional Strategies):**

**Anticipatory Set:** Discuss the importance of being a team player and leader.

**Instruction and Strategies:**

Whole class instruction/interaction. Demonstrate and follow.

**Guided Practice:**

Day 1: Review the Rules of Soccer / Skills Practice

- Ask students to come up with strategies that would help them score easier goals in soccer.
- Have students do a mock scrimmage to see how they collaborate and work together to accomplish scoring easier goals.

Day 2-5 (Scrimmage)(Practice)

- Materials: Goals, Open area, soccer balls, whistle
- With two goals and an open area set up students will have a mini scrimmage.
- Talk to students about safety (running near other students/kicking/tripping).
- Split your class in half and walk through the game of soccer while they are playing. Don't stop the game unless, give direction in real time. Patience is key to helping the students develop and understand all aspects of the game.
- Have a whistle handy to get students attention.
- Go over any skills that students may need to be refreshed on.
- Work on the strategies that students work on for day 1.

**Formative Assessment:**

**Performance Assessment:** Assess how students perform each of the skills (dribble, pass, throw in, trapping and shooting)

Assess how well students perform skills as well as their communication amongst teammates.

Continue to rate the students on correctly performed skills.

**Assessment:**

- Answer the following questions:
  1. What does it mean to be a team player?
  2. What does it mean to be a leader?

**Closure:** Share with the students that playing team sports can only get so far as an individual. It takes great teamwork and personal skill to excel in any team sport. Let students know that different sports have different skills and techniques and that it's important to practice individual skills. Build on what you've learned. Practice! Practice! Practice!

**Independent Practice:**

Join outside organized sports leagues.  
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**Accommodations/Modifications:**

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