

**Physical Education Brunswick School Department**  
**Grade 6**  
**Soccer**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ There are benefits to physical activity, cooperation, and team work in soccer.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ What is a soccer dribble?</li> <li>▪ What is a soccer foot trap?</li> <li>▪ What is an instep kick?</li> <li>▪ What is a handball?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ <b>Basic Rules</b> <ul style="list-style-type: none"> <li>○ Eleven players on a team. 1 goalie.</li> <li>○ Players can go anywhere on the field.</li> <li>○ Must use feet to advance the ball by kicking it.</li> <li>○ Goalie can use his/her hands.</li> <li>○ Two hand overhead throw-in when ball is out of bounds on the side.</li> <li>○ Goal kick when offensive player kicks ball over goal line.</li> <li>○ Corner kick when defensive player kicks ball over end line.</li> </ul> </li> <li>▪ <b>Scoring</b> <ul style="list-style-type: none"> <li>○ Goal = 1 point</li> </ul> </li> <li>▪ <b>Safety</b> <ul style="list-style-type: none"> <li>○ No “tackling”.</li> <li>○ May use hands to protect face.</li> <li>○ No pushing other players</li> </ul> </li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms</u>: <ul style="list-style-type: none"> <li>○ Dribble, foot trap, instep kick, handball, goal, throw-in, goal kick, corner kick.</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Demonstrate appropriate dribbling, trapping, and passing techniques.</li> <li>▪ Demonstrate good sportsmanship and ability to work with a team.</li> </ul>
<b>Related Maine Learning Results</b>	<p><u>Health and Physical Education</u></p> <p>G. Movement/Motor Skills and Knowledge</p> <p>G1. Stability and Force</p> <p>Students change their motion and the motion of objects by applying the principles of stability and force during skill practice.</p> <ol style="list-style-type: none"> <li>a. Demonstrate the principle of opposition.</li> <li>b. Demonstrate how the point of contact changes the path of an object.</li> <li>c. Demonstrate how the point of release changes the path of an object.</li> <li>d. Demonstrate lifts and actions that decrease risk for injury.</li> </ol> <p>G2. Movement and Skills</p> <p>Students demonstrate motor skills and manipulative skills during</p>

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	<p>drills or modified games/physical activities.</p> <ol style="list-style-type: none"> <li>a. Demonstrate correct technique for motor skills and manipulative skills during drills or modified games/physical activities.</li> <li>b. Combine manipulative skills with motor skills during drills or modified games/physical activities.</li> </ol> <p>G3. Skill-Related Fitness Components  Students describe the following skill-related components: balance, coordination, agility, speed, and power.</p> <p>G4. Skill Improvement  Students explain how specific, positive, and correct feedback affect skill improvement.</p> <p>I. Personal and Social Skills and Knowledge</p> <ol style="list-style-type: none"> <li>I1. Cooperative Skills  Students demonstrate cooperative and inclusive skills While participating in physical activities. <ol style="list-style-type: none"> <li>a. Work together as a team.</li> <li>b. Respond appropriately to peer pressure.</li> <li>c. Manage conflict.</li> <li>d. Engage peers respectfully in activities.</li> </ol> </li> <li>12. Students demonstrate responsible personal behaviors while participating in physical activities.</li> <li>13. Safety Rules and Rules of Play  Students describe game/physical activity rules and safety rules and their purpose. <ol style="list-style-type: none"> <li>a. Explain the purpose for modifying playing rules in specified situations.</li> <li>b. Explain the safety rules and possible risks associated with specific games/physical activities.</li> </ol> </li> </ol>
<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"> <li>▪ Line drills requiring students to dribble the soccer ball to the opposite line.</li> <li>▪ Partner drills requiring students to use instep kick to pass to partner who stops pass with a foot trap.</li> </ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"> <li>▪ Classroom/field observation</li> <li>▪ Skills checklist</li> </ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"> <li>▪ <u>Publications:</u> <ul style="list-style-type: none"> <li>○ <u>Complete Physical Education Plans For Grades 7-12 – Kleinman</u></li> <li>○ <u>Physical Education for Children – Lee, Thomas, Thomas</u></li> <li>○ <u>Student-Centered Physical Education – Smith, Cesaro</u></li> </ul> </li> </ul>

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