



## Soccer Skills 11

<b>School District/Independent School Authority Name:</b> Powell River School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD 47
<b>Developed by:</b> Tony Rice	<b>Date Developed:</b> April 2021
<b>School Name:</b> Brooks Secondary School	<b>Principal's Name:</b> Bill Rounis
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b> 06/15/2021	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> YHRA11A (Soccer Skills 11)	<b>Grade Level of Course:</b> 11
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

**Board/Authority Prerequisite(s):** Physical Health Education 10

**Special Training, Facilities or Equipment Required:** Turf field

**Course Synopsis:** This course is designed to provide physical education with a strong emphasis on soccer. Students will fully explore the skills and strategies involved in soccer. Students will be given the opportunity to develop their individual talents through drill and game experiences. Principles of team play will be thoroughly explored. Students will be provided with coaching, officiating and leadership opportunities.

**Goals and Rationale:** Soccer programs in our community have a rich history and the game is very popular with local youth. This course, offered within the school setting, will address the academic and athletic needs of students who play or desire to play at a higher level. Students will have the opportunity to train in a sport specific course with a highly motivated cohort.

**Aboriginal Worldviews and Perspectives:**

The [First Peoples Principles of Learning](#) have been affirmed within First Peoples societies to guide the teaching and learning of provincial curricula. Because these principles of learning represent an attempt to identify common elements in the varied teaching and learning approaches that prevail within particular First Peoples societies, it must be recognized that they do not capture the full reality of the approach used in any single First Peoples society.

The First Peoples Principles of Learning greatly influence the curricula and are woven throughout. They lend themselves well to the Physical and Health Education curriculum as they promote experiential and reflexive learning, as well as self-advocacy and positive self-identity in learners. They also promote the well-being of the self, family, and community, all of which are key elements of the Physical and Health Education curriculum.

**BIG IDEAS**

Daily participation in physical activity promotes a healthy lifestyle.

Active living helps to increase skills in concentration, persistence, and self-discipline.

Finding a sport or activity that people are passionate about can motivate all to participate more in physical activity.

Fitness training is helpful in sport specific skills as well as promoting life-long learning, confidence, self-esteem and coping mechanisms.

Physical health, along with mental and emotional wellness considerations are important components in a healthy and safe lifestyle.

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Participation</b> Through participation in course activities, students will demonstrate an increased knowledge and ability in:</p> <ul style="list-style-type: none"> <li>• Individual soccer skills</li> <li>• Team play and concepts in DEFENDING</li> <li>• Team play and concepts in ATTACKING</li> <li>• Role of soccer in society and a historical background on the impact of the game</li> </ul> <p><b>Health and well-being</b> Through participation in course activities, students will demonstrate an increased knowledge and ability in:</p> <ul style="list-style-type: none"> <li>• Fitness and principles of training</li> <li>• Injury prevention and rehabilitation</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Participation</b> Individual soccer skills development:</p> <ul style="list-style-type: none"> <li>•all basic skills including shooting, passing, trapping, heading, and dribbling</li> <li>•creating space as an individual</li> <li>•attaching 1v1 skills</li> <li>•defending 1v1 skills</li> </ul> <p>Team play DEFENDING</p> <ul style="list-style-type: none"> <li>•principles of team play</li> <li>•situations of superiority, equality, and inferiority in defensive phase</li> <li>•basic goalkeeping skills</li> <li>•specific exercises for full backs and midfielders</li> </ul>

- Explaining how developing competencies in physical activities can increase confidence and encourage lifelong participation in soccer activities.

### **Leadership**

- Demonstrate competencies and problem solving strategies required for physical activity and recreation leadership
- Develop and demonstrate skills needed to plan, organize, and safely participate in recreational events and other presented physical activities

- defending set pieces

### Team play ATTACKING

- Attacking play in a variety of team formations
- Specific exercises for strikers
- Recognizing and exploiting defensive weakness
- Developing and executing set pieces from all dead ball situations

### **Health and well-being**

Students will be introduced to concepts of:

- Aerobic training plans
- Nutrition
- Fitness assessment and monitoring
- Healthy lifestyle choices
- Injury prevention and rehabilitation
- Dealing with issues of overtraining

### **Leadership**

Students will demonstrate knowledge and development in:

- Etiquette and fair play with respect to the laws of the game
- Peer instruction in small group and class activities
- Coaching theory
- Officiating opportunities
- Selections and applications of rules, routines, and procedures of safety
- Organizing school based intramural activities
- Organizing inter school and community based soccer activities

## Big Ideas – Elaborations

## Curricular Competencies – Elaborations

## Content – Elaborations

### Recommended Instructional Components:

Instructional components will consider:

- an appropriate balance of the various learning standards
- a variety of approaches, including both innovative and “tried and true”
- activities that draw from and build on prior learning
- activities that are transferable to other

### Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

A wide variety of assessment components will be used for both formative assessments and summative assessments, including observations, discussions, checklists, rubrics, journals, interviews, reports, projects, peer and self evaluations, quizzes, tests, etc.

### Additional Information:

This course has existed at Brooks Secondary since 2006. It is a very popular course that has attracted soccer players of all ability levels that have an appreciation and passion for the game. Students are offered a rich variety of soccer experiences and skills that allow them to continue to play/coach/officiate/watch the game that they love.