



Board/Authority Authorized Course Framework Template

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| School District/Independent School Authority Name: Okanagan Skaha | School District 67 |
| Developed by: John Buckley | Date Developed: March 2018 |
| School Name: Princess Margaret Sec. | Principal's Name: Roger Wiebe |
| Superintendent Approval Date (for School Districts only): | Superintendent Signature (for School Districts only): |
| Board/Authority Approval Date: | Board/Authority Chair Signature: |
| Course Name: Soccer Development 10 | Grade Level of Course: 10 |
| Number of Course Credits: 4 | Number of Hours of Instruction: 120 |

Board/Authority Prerequisite(s):

PE 9 Soccer Dev 9

Special Training, Facilities or Equipment Required:

Outdoor Fields, Indoor Soccer Center, Soccer Balls, Cones. Bibs, Agility Sticks, Fitness Gear, Weight Room

Course Synopsis:

- To provide an elite soccer school program to the serious, committed student-athletes affiliated with SOYSA.
- To offer outstanding technical soccer instruction in a focused class environment committed to athlete development.
- To provide athletes with a support network for continued development and educational opportunities.
- To monitor academic achievement of student athletes focused on soccer excellence.
- To introduce athlete development concepts in the areas of: skills, systems, strategies, fitness, injury management, nutrition and personal planning.
- To introduce athletes to the highest level of soccer programs available under the direction of certified teachers, SOYSA coaches, BC Soccer Association, and top coaches from College, University and Institutes.

Goals and Rationale:

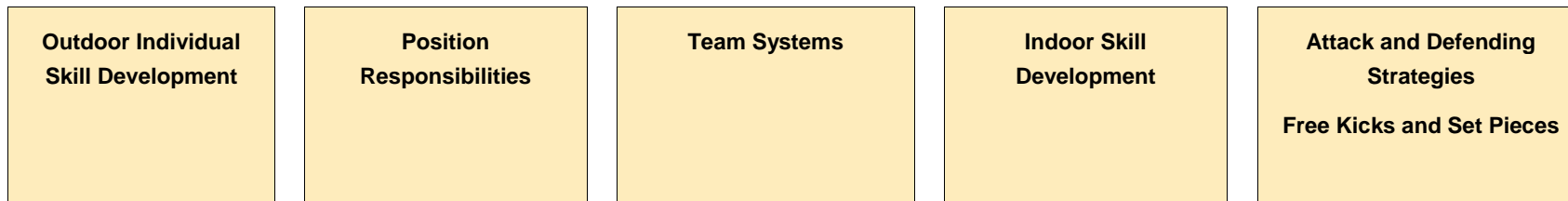
- Students will have the opportunities to focus on soccer development in a school credit course that combines academic and athletic goals.
- Students will be challenged in a high level program with other elite student athletes who share their same drive for success in the sport.
- The program will focus on individual skill building, systems, offensive and defensive strategies and personal knowledge of the game.
- Students will focus on soccer development in a class setting and have more time outside the class to pursue other sport interests, personal hobbies and academics.

Aboriginal Worldviews and Perspectives:

Recognize First Peoples perspectives and knowledge to gain understanding of leadership in sport.

- **Sharing circle** – opportunity for students to discuss current and complex issues in an open and respectful forum.
- **Consensus** – recognition of other people’s ideas and ability to openly discuss potential solutions to a challenge or issue.
- **Aboriginal concepts and language** – planning for and the purposeful inclusion and recognition of culture and language in leadership undertakings, initiatives, and gatherings.
- **Circle approach to thinking** – initiatives, challenges, and leadership is cyclical in nature and reflection is paramount
- Particular attention will be paid to the issue of **cultural appropriation**, and the ethical decisions that need to be considered when using Aboriginal symbols, traditions and techniques. This issue can be addressed through consultation with local Aboriginal people.

BIG IDEAS



Learning Standards

| Curricular Competencies | Content |
|---|--|
| <p><i>Students are expected to do the following:</i></p> <p>Unit 1: Outdoor Individual Skill Development It is expected the students will:</p> <ul style="list-style-type: none"> ✓ Develop basic dribbling, passing, trapping, shooting and heading skills ✓ Practice individual defending and attacking skills ✓ Learn defending gap control and jockey skills ✓ Combine individual skills and use in combination under pressure <p>Unit 2: Position Responsibilities It is expected the students will:</p> <ul style="list-style-type: none"> ✓ Learn different positions and their defensive responsibilities ✓ Learn the offensive responsibilities of the different positions ✓ Understand the changing roles of the positions as the games transpires <p>Unit 3: Team Systems It is expected the students will:</p> <ul style="list-style-type: none"> ✓ Be introduced to the different 11 man soccer systems ✓ Understand the attacking strategies of the systems covered ✓ Understand the defensive strategies of the systems covered <p>Unit 4: Indoor Skill Development It is expected the students will:</p> <ul style="list-style-type: none"> ✓ Compare the outdoor skills to the indoor skills required on a smaller field ✓ Continue to develop individual skills through indoor training ✓ Transfer skills learned in outdoor training to the faster, more confined indoor game <p>Unit 5: Attack and Defending Strategies It is expected the students will:</p> <ul style="list-style-type: none"> ✓ Learn individual attack and defend strategies ✓ Learn team attack and defend strategies | <p><i>Students are expected to know the following:</i></p> <p>Basic Soccer Skills – dribbling, passing, trapping, shooting, heading</p> <p>5 different positions- sweeper, fullback, wingback, midfield, forwards</p> <p>Attacking transition from defending</p> <p>Fullback to wingback</p> <p>Holding midfield to attacking midfield</p> <p>Back pressure runs as forwards to attacking with and without the ball.</p> <p>Know the differences from 4-4-2 to 4-5-1 to 3-5-2 team systems</p> <p>Outside wing attacking</p> <p>Possession to linking positional attack</p> <p>Near post – Far post and trailer runs supporting wing attacks</p> <p>Strong side and Weak side</p> <p>Overloading</p> <p>Pressure on ball</p> <p>Back Pressure runs</p> <p>Second man pressure to win ball possession</p> <p>Sweeper coverage and outside fullback swing coverage.</p> <p>Indoor differences in basic skill and rules for gameplay</p> <p>Speed of decision making and movement without the ball</p> <p>Timing the run dictates timing of the pass</p> <p>Attacking runs - North/South East/West and diagonal, V-cuts and L-cuts</p> <p>Attacking Space</p> <p>Attacking Space behind – blind side defenders</p> <p>1vs1 Attacking and Defending</p> <p>2vs1 Attacking</p> <p>Closing gap Defending and Jockeying</p> |

- ✓ **Develop wingback attacking from the back**
- ✓ **Defend as a team in staggered alignment**
- ✓ **Defend with numbers behind the attacking ball**

Unit 6: Free Kicks and Set Pieces

It is expected the students will:

- ✓ **Learn scoring free kicks set plays**
- ✓ **Learn possible goal kick and corner kick attacking set plays**
- ✓ **Discuss possible ways to defend free kicks and corner kicks**
- ✓ **Create free kicks and set pieces**

Intellectual Competencies: Sport Rules, Positions, Skill Components, Systems, Strategies

Personal Competencies: Skill Development, Drill Execution, Game Play Performance,

Social Competencies: Class Interactions, Volunteer, Leadership, Role Model

Emotional Competencies: Attitude, Control of Emotions, Psychology, Passion for Sport

Overlap Runs
Near Post Runs
Far Post Runs
Top of the Box Run
Finishing and shooting

Free Kicks defending 1/3. Midfield 1/3, Attacking 1/3
Corner Kicks
Goal Kicks
Shooting Set Pieces
Defending Set Pieces
Penalty Kicks

Big Ideas – Elaborations

Soccer Skills- Review basic introductory skills and progress to introducing initial high level individual skills

Systems, Strategies and Concepts – Review basic introductory team systems, strategies and concepts and introduce initial high level related concepts

Nutrition- athletic eating concepts and muscle development.

Hydration- H2O replenish, muscle recovery, maintenance, cramping.

Injury Management- Ice, compression, elevation, taping, physio, stretch, foam rolling.

Curricular Competencies – Elaborations

Intellectual – sport rules, positions, skill components, offensive systems, defensive systems, strategies, skill knowledge

Personal – confidence in sport performance, drill execution, game play performance, skill development, skill acquisition

Social – communication, team play, class interactions, volunteer, assist, leadership, respect of others,

Emotional – attitude to self, peer, teacher, attitude to sport, control of emotions, psychology, dedication, role model

Basic sport rules and positions

Basic sport skills

Effort awareness for skill acquisition

Motor skill repetition for skill development

Commitment awareness for athlete development

Attitude required for success

Performance confidence

Visual observation skills of high level athlete sport performance

Content – Elaborations

Basic skills of sport
Basic movements specific to sport
4-4-2 and 4-5-1 and 3-5-2 basic team systems
Attacking position individual player responsibilities
Midfield position individual player responsibilities
Defending position individual player responsibilities

Recommended Instructional Components:

Students will receive high level specific instruction in the sport of soccer. Individual skills, position responsibilities, team strategies, soccer systems, nutrition, hydration, sport injuries and programs are covered in course sessions.

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

60% Participation and Training Intensity
40% Skill Development and Improvement

Formative:

- Journals used to document trial-and-error, experiential learning
- Peer-assessment, and self-assessment
- Self-reporting
- Personal surveys

Summative:

- Student demonstrations of ability and showing evidence of knowledge and understanding
- Student self-reporting / teacher-monitored learning goal checklists
- Oral-response / student-teacher conferencing

Psychomotor Skills Tests Skills in various activities and experiences.

Learning Resources:

Soccer Specific Resources, Guest coaches, Soccer BC and Soccer Canada programs, Soccer DVD's, Manuals.

Canadian Athletics - Long Term Athlete Development plan

Additional Information: