

Course Outline

COURSE: KIN 125A **DIVISION:** 40 **ALSO LISTED AS:**

TERM EFFECTIVE: Spring 2016 **CURRICULUM APPROVAL DATE:** 10/12/2015

SHORT TITLE: SOCCER - BEGINNING

LONG TITLE: Soccer - Beginning

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
.5 OR 1	18	Lecture:	0	0
		Lab:	1.5 OR 3	27 OR 54
		Other:	0	0
		Total:	1.5 OR 3	27 OR 54

COURSE DESCRIPTION:

Coeducational activity designed for beginning soccer students. Includes the basic skills and rules. This course has the option of a letter grade or pass/no pass. Courses should be taken in sequential order.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

04 - Laboratory/Studio/Activity

STUDENT LEARNING OUTCOMES:

1. Demonstrate dribbling, passing and shooting using the inside side of the foot with both the right and the left foot.

Measure: demonstration

PLO: 4

ILO: 7,2

GE-LO: E1

Anticipated Year of Assessment: 2016-17

2. Utilize the correct techniques when trapping, juggling and heading.

Measure: demonstration

PLO: 4

ILO: 7,2

GE-LO: E1

Anticipated Year of Assessment: 2016-17

3. Explain and apply the rules of soccer.

Measure: written exam, oral quiz, demonstration

PLO: 7

ILO: 2,7,1

GE-LO: A1,A2

Anticipated Year of Assessment: 2016-17

PROGRAM LEARNING OUTCOMES:

After completing the Kinesiology major a student will be able to:

1. List and describe five career options available in the field of kinesiology.
2. Describe and critically analyze the role of physical activity and its impact on health, society and quality of life.
3. Discuss the history and broad content within the discipline of kinesiology and develop skills to enable the synthesis of concepts across disciplines.
4. Identify critical elements of motor skill performance, combine motor skills into appropriate sequences for the purpose of improving skill learning, and demonstrate competent motor skill performance in a variety of physical activities.
5. Identify the skeletal and muscular structures of the human body.
6. Utilize measurement concepts (qualitative and quantitative) to assess student/client performance and program effectiveness.
7. Describe and demonstrate effective verbal and nonverbal communication skills.

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 10/12/2015

3 - 6 Hours

Content: Course overview, including learning outcomes, course requirements and grading. Introduce stretching and warm-up exercises appropriate for soccer. Information including field markings and equipment required, will be provided. Students will become comfortable with the soccer ball and know what it feels like by moving the ball in different ways - side to side/front to back, one foot to the other. The fundamental soccer skill of dribbling will be described and demonstrated, including moves such as stop and go, pull back, step over and scissors.

Student Performance Objectives (SPO): Demonstrate stretching and warm-up exercises utilized for soccer. Identify the field markings used in class. Demonstrate the soccer skill of dribbling by touching the ball using the inside side of the foot, with both the right and left foot. Practice a variety of dribbling moves.

Out-of-Class Assignments:

6 - 12 Hours

Content: Warm-up running, stretching and ball handling drills. Review dribbling with both the strong and weak foot. Introduce passing - using the inside side of the foot and practicing with both the strong and weak foot and trapping - with the chest and with the thigh. Presentation on the rules that relate to dribbling,

passing and trapping. The Figure 8 Slalom drill could be used for practice purposes as well as increasing the distance of passes from 5 yards to 10 yards to 20 yards..

Student Performance Objectives (SPO): Demonstrate the correct passing techniques with both the strong and weak foot. Demonstrate trapping with both the chest and the thigh. Discuss the rules that relate to the skills of dribbling, passing and trapping.

Out-of-Class Assignments:

4.5 - 9 Hours Content: Warm-up running, stretching and ball handling drills. Review and practice skills previously introduced and teach shooting, utilizing the inside of the foot. Present the rules related to this skill. Increase the difficulty by combining dribbling and shooting, dribbling passing and shooting and then dribbling, trapping, passing and shooting into small goals. Work on developing all skills with both the strong and weak foot.

Student Performance Objectives (SPO): Demonstrate shooting a soccer ball with both the strong and weak foot. Discuss and practice the rules related to soccer that have been learned to date. Participate in class activities.

Out-of-Class Assignments:

4.5 - 9 Hours Content: Warm-up running, stretching and ball handling drills. Review skills learned in previous classes. Demonstrate the techniques of juggling and heading. Presentation on the rules related to these skills. Practice all skills using a variety of drills, such as presenting a grid using cones which mimic the field shape where dribbling, partner passing/trapping (example: right foot pass/left foot trap or left foot pass/right foot trap) and shooting can be used.

Student Performance Objectives (SPO): Demonstrate the correct techniques for juggling and heading. Perform 3 - 5 juggling skills in a row. Discuss the rules related to juggling and heading. Participate in class activities.

Out-of-Class Assignments:

7.5 - 15 Hours Content: Warm-up running, stretching and ball handling drills. Review juggling and heading. Introduction to throw-ins, corner kicks and free kicks including the rules. Continue to work on skill building by practicing the fundamental soccer skills in a variety of drill and 1 v 1 and 2 v 2 activities. Practice the correct rules during all class activities. Skill testing.

Student Performance Objectives (SPO): Utilize the correct techniques when performing all soccer skills. Discuss the rules related to throw-ins, corner kicks and free kicks and apply all rules during class activities. Participate in class, including skill testing.

METHODS OF INSTRUCTION:

guided practice, demonstration, discussion

METHODS OF EVALUATION:

Category 1 - The types of writing assignments required:

Percent range of total grade: % to %

If this is a degree applicable course, but substantial writing assignments are NOT appropriate, indicate reason

Course primarily involves skill demonstration or problem solving

Category 2 - The problem-solving assignments required:

Percent range of total grade: % to %

Category 3 - The types of skill demonstrations required:

Percent range of total grade: 35 % to 60 %

Performance Exams

Category 4 - The types of objective examinations used in the course:

Percent range of total grade: 10 % to 20 %

Multiple Choice

True/False

Matching Items

Completion

Other: short answer

Category 5 - Any other methods of evaluation:

REPRESENTATIVE TEXTBOOKS:

No textbook required.

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 201630

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: KIN

CSU Crosswalk Course Number: 125A

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours: 1

Minimum Hours: .5

Course Control Number:

Sports/Physical Education Course: Y

Taxonomy of Program: 127000

