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# **CASA CURRICULUM**

## **INTRODUCTION**

The player development curriculum is in place to achieve consistency across all coaches, teams, and players in the club. It is set up to unify all teams with a club-wide style of play. The curriculum adopts a player centered approach. We believe that individual player development is the foundation which the teams within the club are built. We believe in giving each player the same comprehensive soccer education. Every player in each age-group will work from the same season plan and will follow the same training sessions regardless of the level of play. Having all coaches working from the same coaching curriculum allows for seamless integration and transition of players when moving between teams within the club or when a new coach is introduced.

Our coaching curriculum and player development model helps to define who we are and the way we operate; it helps to create our identity as a club and provides a framework for achieving excellence both on and off the field.

## **CASA MISSION**

CASA is dedicated to developing players within the team environment, furthering the sport of soccer, providing members with the best possible experience and enriching our community. We value our players and families whose passion is the heart and soul of the club.

**We value our team** and are committed to nurturing talent throughout our organization.

**We value our community** by embracing our responsibility to create a positive impact through the sport of soccer.

**We value our families** and collaborate with openness and trust to deliver memorable experiences.

## **CASA CORE VALUES**

**Be the Best:** We pursue excellence in everything we do.

**Advance the Game:** We think big, we innovate and we take chances.

**Make a Difference:** We use soccer as a platform to make our community a better place.

**Respect All:** We celebrate mutual respect, recognize everyone's contributions and are proud to represent the community of the Upstate of South Carolina.

# **COACHING EXPECTATIONS**

## **IN THE COMMUNITY**

- Represent CASA and the CASA brand with the utmost professionalism
- Treat people with respect

## **WITHIN THE CLUB**

- Work together with fellow coaches
- Never speak negatively of each other or the program to others
- Use your resources: DOC, Senior Coaches, Coaches Corner etc.

## **APPEARANCE**

- Wear club gear at all games and training sessions
- Soccer footwear
- You are a professional, look professional, act professional

## **ADMINISTRATION**

- Check your club emails
- Respond to all emails / calls / texts in a timely manner
- Use correct English with your communication
- Do not “reply all” unless absolutely necessary
- Attend all events (Coach Education Program, tryouts, registration nights, meetings, etc.).
- Encourage players to attend club events (street soccer, camps, clinics etc.).

## Style of Play: General

The key elements for coaches and players that define the style of play

### Offensive style

All teams will be encouraged to display an offensive style of play based on keeping possession and quick movement of the ball.

### Quick transitions and finishing

Speed of play, avoiding over-dribbling, looking for an organized and quick movement of the ball and finishing will be encouraged in all age groups.

### Position specific

A team must be organized defensively, keeping their specific positions in the formation. However, players will look for spaces and movements to support forward when attacking by moving away from their original positions.

### 4-3-3 formation

Teams will use the 4-3-3 formation, either in its 4-2-3-1 or 4-1-2-3 variations. Teams in the advanced stage (U15 onwards) can also use a 4-4-2 formation with a diamond in the middle. This system (4-4-2 diamond) provides more space in the wide areas of the field for the outside backs to move forward and join the attack.

### Back 4

All formations used by the teams in 11-a-side games must keep a back 4 line. The back 4 provides consistency in defense and allows space for the outside backs to move forward when attacking.

### 9v9

Teams playing 9v9 soccer are strongly encouraged to use the 3-2-3 formation. This formation helps players express the principles of play specified in this document. This system allows for better adaptation to a 4-3-3 formation as the players progress to 11v11.

## **Style of Play: Specific**

Most relevant points of each of the four key components

### **Passing & receiving:**

Passing the ball on the ground with pace from different distances and receiving the ball while keeping it moving will be encouraged in all age groups.

### **Shooting**

Players must develop the ability to shoot from different distances. All players will be encouraged to shoot from any distance during the game.

### **Ball control and turning**

Players will be encouraged to keep close control of the ball and use different turning techniques to move away from the defender.

### **Playing out from the back**

All teams must feel comfortable playing the ball from the back through the midfield and from there to the final quarter of the field.

### **Possession & transition**

All teams must try to keep possession of the ball playing a one-two touch game. Players will be encouraged to support and move, thus creating passing options. Once the possession game is consolidated the team must learn how to transfer the ball in the most efficient way from one area of the field to another.

### **Offense-defense quick transition & vice versa**

When possession is lost, players must react quickly and apply pressure to regain the ball. Once possession is regained, players will be positioned immediately to counter-attack.

### **Speed & agility**

These qualities will be evident in the game from the early ages.

### **Endurance**

Individual players and teams will train to be resilient to high-intensity action,

## **Strength & power**

Strong players develop their speed more quickly, prevent injuries and are more competitive in games.

## **Respect & discipline**

Players will adapt to a role on the team and respect teammates, coaches, referees, and opponents.

## **Cooperation**

Each player will be part of a unit and will cooperate with teammates to achieve the objectives for a given task, session or game, as well as for the entire season.

## **Competitiveness**

Competitive players will be rewarded for their effort and focus.

## **Principles of Play**

For the coach, for the player and for the team

## **COACHES**

1. Possession games are a means to improve both the technique and tactical understanding of the players.
2. Opposition will be encouraged to increase the competitiveness of the players.
3. High intensity games based on speed and agility. Short but intense working periods.

## **PLAYERS**

1. **1, 2 or 3 touch maximum:** Minimizing the number of touches improves the speed of play.
2. **Keep the game simple:** Do not force situations, over-dribble, or be careless with the ball.
3. **Keep the ball on the ground:** A ball on the ground is easier to control and can be moved more efficiently by the team.
4. **Accuracy and quality of the pass:** Passing must be firm and accurate with the proper weight.
5. **First touch:** Make a clean, controlled first touch without stopping the ball. Take the touch away from pressure and into free space.

6. **Perception and awareness:** All players with or without the ball should constantly scan the field.
7. **1v1 situations:** Encourage determination to regain control of the ball in defense and keep it simple in attack by taking a touch to the side, at speed, to beat the defender.
8. **Individual transition:** Players must react quickly when possession change from offense to defense and vice-versa.
9. **Shooting:** Always keep an eye on the goal. All players are encouraged to shoot.
10. **Take risks:** Soccer is an error prone sport and mistakes are part of the game and learning process. Players are encouraged to take risks in training session to increase the speed of play.

#### **4 Complementary Components**

##### **TACTICAL**

This component helps the player fit into the team. Our aim is to create clever players, capable of adapting to the constantly changing circumstances of the game.

##### **TECHNICAL**

All players in the team have to be individually competent and proficient in the most important skills for each position. For example, a central midfield player will need different techniques and expertise as compared to an outside back.

##### **PHYSICAL**

Strong and resilient players will provide a significant advantage to the team. A tired player will struggle to think properly and is prone to commit more errors.

##### **PSYCHOLOGICAL**

The human being is often affected by his/her emotions. We will train the players to use these emotions to their advantage and turn them into strengths and not weaknesses.

## TACTICAL

<p><b>1. Attacking Principles</b></p> <ul style="list-style-type: none"><li>○ Creating Space</li><li>○ Support</li><li>○ Width</li><li>○ Depth</li><li>○ Overlaps</li><li>○ Diagonal Runs</li><li>○ Forward Play</li><li>○ Speed of Play</li><li>○ Switching Positions</li></ul> <p><b>2. Possession</b></p> <p><b>3. Transition</b></p> <p><b>4. Combination Play</b></p> <p><b>5. Switching Play</b></p> <p><b>6. Counter Attacking</b></p> <p><b>7. Playing Out from the Back</b></p> <p><b>8. Finishing in the Final Third</b></p>	<p><b>1. Defending Principles</b></p> <ul style="list-style-type: none"><li>○ BASIC</li><li>○ Mark</li><li>○ Press</li><li>○ Cover</li><li>○ Balance</li><li>○ Advanced</li><li>○ Tracking</li><li>○ Switching Places</li></ul> <p><b>2. Zonal Defending</b></p> <p><b>3. Pressing</b></p> <p><b>4. Retreat and Recovery</b></p> <p><b>5. Compactness</b></p>
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## TECHNICAL

<p><b>1. Passing and Receiving</b></p> <p><b>2. Running with the Ball</b></p> <p><b>3. Dribbling</b></p> <p><b>4. Turning</b></p> <p><b>5. Shooting</b></p> <p><b>6. Ball Control</b></p>	<p><b>7. Heading</b></p> <p><b>8. 1v1 Attacking</b></p> <p><b>9. Shielding the Ball</b></p> <p><b>10. Receiving to Turn</b></p> <p><b>11. Crossing and Finishing</b></p> <p><b>12. 1v1 Defending</b></p> <ul style="list-style-type: none"><li>○ Body shape</li><li>○ Anticipation</li><li>○ Intercepting</li><li>○ Prevent Turning</li><li>○ Tackling</li></ul>
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## ATTACKING TECHNICAL TERMINOLOGY

**Technique:** The ability to efficiently perform a task or specific soccer movement.

**1. Passing and Receiving:** Transferring the ball on the ground or in the air from one player to another from a given distance.

**2. Running with the Ball:** Control of a ball in movement with the feet and on the ground at high speed without modifying its trajectory.

**3. Dribbling:** Close control of a ball in movement, with the feet and on the ground, continuously changing its trajectory.

**4. Turning:** One or more touches on the ball with the purpose of changing direction efficiently.

**5. Shooting:** Striking the ball toward the goal with the objective of scoring.

**6. Ball Control:** Receiving or directing the ball efficiently in the air or on the ground.

**7. Heading:** Striking the ball with any part of the head with the purpose of clearing, passing or scoring.

**8. 1v1 Attacking:** Offensive action with control of the ball to beat a specific defender.

**9. Shielding the Ball:** Protecting possession of the ball from a defender.

**10. Receiving to Turn:** A change of direction of the ball with the foot after receiving a pass from a teammate with the purpose of making a second action such as dribbling, passing or shooting.

**11. Crossing and Finishing:** Passing of the ball from wide areas of the field to a central area close to goal with the intention of finding a teammate to score.

### **DEFENDING TECHNICAL TERMINOLOGY**

**12. 1v1 Defending:** Action with the purpose of regaining possession of the ball in control by the opponent.

#### **Body shape**

Posture of the body to efficiently carry out the next defensive action.

#### **Anticipation**

Reaction of the player to prevent an attacker from gaining an advantage.

#### **Intercepting**

Action to regain possession of the ball while it's transferred between two opponents.

#### **Prevent turning**

Pressure on an opponent who has his back to goal and is attempting to change the direction of the ball towards the attacking zone.

#### **Tackling**

Contact made with the foot while the ball is possessed by an opponent and with the purpose of preventing the next offensive action or regaining possession.

## PHYSICAL

<p><b>1. Strength</b></p> <ul style="list-style-type: none"><li>○ Strength endurance</li><li>○ Explosive strength</li><li>○ Maximal strength</li></ul> <p><b>2. Endurance</b></p> <ul style="list-style-type: none"><li>○ Aerobic capacity</li><li>○ Aerobic power</li><li>○ Anaerobic lactic</li><li>○ Anaerobic alactic</li></ul>	<p><b>3. Speed</b></p> <ul style="list-style-type: none"><li>○ Reaction</li><li>○ Acceleration</li><li>○ Maximal speed</li><li>○ Speed endurance</li><li>○ Acyclic speed</li></ul> <p><b>4. Flexibility &amp; Mobility</b></p> <p><b>5. Coordination &amp; Balance</b></p> <p><b>6. Agility</b></p> <p><b>7. Basic Motor Skills</b></p> <p><b>8. Perception</b></p> <p><b>9. Awareness</b></p>
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## PHYSICAL TERMINOLOGY

**1. Strength:** The capacity to perform a sudden muscular action of high intensity against resistance.

### **Strength endurance**

The capacity to maintain a sudden muscular activity of high intensity against resistance throughout a long or a maximal period of time.

### **Explosive strength**

The capacity to perform a sudden muscular action of high intensity against resistance in the shortest period of time possible.

### **Maximal strength**

The capacity to perform the highest muscular action in a short period of time against resistance.

**2. Endurance:** The capacity to maintain a physical activity of certain intensity during a period of time.

### **Aerobic capacity**

The ability to perform a predominantly aerobic physical activity.

*Explanation:* This is an exercise in the presence of oxygen which does not cause significant disruption in the body) i.e. there is a balance between the energy production and energy spent in the body).

*Example:* Depending on the age and the level of the player this would be a constant and dynamic activity for periods of 4 to 6 minutes and up to 85% of maximal heart rate.

### **Aerobic power**

Capacity to combine the aerobic and anaerobic energy systems for a long period of time with the purpose of obtaining the best performance in dynamic physical activity.

*Explanation:* This is an exercise in the presence of oxygen but in need of other sources of energy that cause disruption and physical debt in the body. The balance between the energy production and energy spent in the body is being taken to the limit.

*Example:* Depending on the age and the level of the player this would be a constant and dynamic activity for periods of 2 to 3 minutes and above 85% of maximal heart rate.

### **Anaerobic lactic – glycolytic power**

Dynamic high intensity physical activity produces high concentrations of lactic acid during short periods of time.

*Explanation:* When the intensity of exercise is too high and relatively sustained, the energy systems which use oxygen (aerobic) cannot provide all the energy needed quickly enough. The body requires other energy systems, which creates a debt in the body. This energetic system (anaerobic alactic) produces a substance called lactic acid, which in high quantities, affects and limits the performance of the body during the physical activity. At some point, the intensity of the physical activity has to decrease in order to recycle the lactic acid and to allow high-intensity performance. For this reason, players' tolerance to the production of high - concentrations of lactic acid in the body is important.

*Example:* Depending on the age and level of the player, this kind of exercise would involve constant and dynamic activity at maximal intensity for periods of 45 seconds.

### **Anaerobic alactic – alactic power**

Dynamic, high-intensity and brief physical activity using the energy source stored in the muscles.

*Explanation:* If the intensity of the exercise is too high and the demands for energy too immediate for the body to produce the quantity of energy needed, the activity of the muscles will use the stored energy source. In this case, energy is coming from phosphocreatine (Pc) and adenosin triphosphate

(ATP). This stored energy source will provide enough time for the body to start obtaining energy from other elaborated energy systems. This anaerobic alactic energy source is limited.

*Example:* Depending on the age and level of the player, this would be constant and dynamic activity at maximal intensity for periods of 10 seconds.

**3. Speed:** The capacity to execute a movement or cover a distance in the shortest time possible.

## **Reaction**

The quickest possible processing of information and neuromuscular transmission with the purpose of making a movement.

## **Acceleration**

The sudden increase of speed from a standing position or slow pace to a run.

## **Maximal speed**

The fastest movement possible of the body or part of the body.

## **Speed endurance**

The maintaining of the highest possible speed during the longest possible period of time.

## **Acyclic speed**

The constant change of speed with or without the ball at high pace depending on external conditions.

**4. Flexibility:** The capacity of the body or part of the body to combine muscle elasticity and joint mobility to reach the widest range of movement.

## **Mobility**

The capacity of the joints to perform wide movements.

**5. Coordination:** The capacity to articulate efficient movements between different body parts.

## **Balance**

The capacity to assess and coordinate internal and external factors affecting the body status to stay in control of the body's movement and/or position.

**6. Agility:** The constant change of speed with or without the ball at high pace, depending on external conditions.

**7. Basic motor skills (BMS):** The essential movements of the body in adapting to the external environment (e.g. walking, running, jumping, diving or changing direction). Other important BMS related to the body with external elements are catching, throwing, hitting or kicking.

**8. Perception:** The visual efficiency to identify and assess external situations.

**9. Awareness:** The combination of various senses to identify and assess external situations.

### PSYCHOLOGICAL

Aspects to develop intelligent and mentally strong players

<b>BASIC</b>	<b>ADVANCED</b>	<b>SOCIAL</b>
1. Motivation	5. Competitiveness	9. Communication
2. Self Confidence	6. Concentration	10. Respect & Discipline
3. Cooperation	7. Commitment	
4. Decision-determination	8. Self-Control	

### PREPARATION

**Session plan:** In order to be efficient during training sessions, all coaches must prepare a session plan.

Regardless of a coach's experience, preparation prior to training is essential to a dynamic and rewarding training session.

**Time:** The coach has to plan and manage time during the session. For effective management, the coach should indicate the time spent on each exercise in the session plan.

**Key points:** Each exercise should have 4 or 5 keys, coaching-points gathered in the session plan.

### BEFORE THE SESSION

**Equipment:** Have all the necessary materials prepared. Goals, balls, multicolor cones and 3 or 4 sets of pennies should be enough to prepare your session.

**Initial set up:** Make sure that you have the spaces organized and plan for a smooth transition from one exercise to another. Minimize the number of cones that you have to pick up or reset.

**Review:** Take a few minutes just before the training session to review the session plan and the coaching points.

### **DURING THE SESSION**

**Position during the practice:** Coaches should occupy a central but sideline position during practice which allows a clear, general vision of training and simultaneously permits the observation of small details.

**Flexible:** A good coach must be capable of adapting the initial plan of the session to the time available, characteristics of the players and time required for players to learn a given task.

**Coaching points:** Coaches should cover necessary coaching-points in the session plan depending on players' performance and adaptation.

### **AFTER THE SESSION**

**Discussion with the players:** Do not underestimate the value and impact of a positive comment or individual feedback to a player after the training session.

**Review your session plan:** Review the session plan at the end of the training session and note what worked well and what needs to improve.

**Evaluate yourself:** Do not be ashamed to ask for constructive feedback and the opinion of your colleagues in relation to your coaching management and structure of the session.

### **Key Components**

All four components below are interrelated with the four key points in soccer. Developing these components in the training sessions will be essential to create an appropriate environment in order to develop top soccer players.

### **GAME UNDERSTANDING**

This component is related to the **TACTICAL** side of the game. Developing vision and game awareness is crucial from an early age. In soccer, one action is never repeated in exactly the same way and game situations change constantly. Collective practices and experience in different game situations aids the player by improving his/her knowledge of the game.

## **QUALITY**

This component is related to the **TECHNICAL** side of the game. A quality touch of the ball is indispensable to the tactical side of game-efficiency. Technique in soccer allows for great diversity; therefore, repeating specific technical actions in a game context provides the player with a wide range of technical movements. Coaches will insist on a clean touch on the ball as well as quality technique.

## **INTENSITY**

This component is related to the **PHYSICAL** side of the game. Practices must be performed at game intensity. Short working periods of high-intensity develops the technical quality and the quick, tactical decisions required in the game. Reproducing game intensity during training sessions is essential to the improvement of the different types of speed and endurance.

## **COMPETITIVENESS**

This component is related to the **PSYCHOSOCIAL** part of the game. Opposed and high-intensity practices are essential in the development of high-quality and competitive players. Developing committed and competitive players from an early age is an indispensable aspect in the creation of successful teams.

STAGE	TYPE	2 WEEKS	2 WEEKS	2 WEEKS	2 WEEKS	2 WEEKS	2 WEEKS
U6 TO U8	Technical	Dribbling	Shooting	Ball Control and Turning	Passing and Receiving	1v1 Attacking	2v1 Attacking
U9 TO U12	Technical	Dribbling, Passing and Receiving	Passing and receiving to turn and Shoot	Shielding the ball and Shooting	Ball control, turning and 1v1 Defending	Turning, Dribbling and 1v1 Attacking	Ball Control and Adding numbers Defending
	Tactical	Possession	Playing out from the back	Combination Play	Transition	Transition to get wide	Finishing in the Final Third
	Defensive and Attacking principles 2v1, 3v1, 3v2, and 4v3						
U13 TO U14	Tactical	Possession	Attacking Principles	Playing out from the back	Transition and Combo Play	Finishing in the Final Third	Game Management
		Perception and Awareness/ Team-Zonal Defending					
	Technical	Passing, Receiving and Shooting	Shooting, running with the ball and ball control	Passing, receiving and dribbling	Turning and 1v1 Defending	Aerial Control and Heading	Receiving to turn and Shooting
U15 TO U18	Tactical	Possession, Playing out from the back and Pressing	Attacking Principles, Transition, and Defending Principles	Combination Play and Transition	Transition and Switching Play	Finishing in the Final Third	Counter Attack, Retreat and Recovery
		Speed of Play and Defensive Principles (Team Zonal Defending)					
		Technical	Passing, Receiving and Shooting	1v1 Defending and Turning	Shooting and Ball Control	Receiving to Turn, Passing and Receiving	Crossing, Finishing, Aerial Control and Heading

Sessions for all age groups cover tactical, technical, physical and psychosocial objectives. The sessions are organized into three blocks: Warm-up, main part (which includes technical, physical, and tactical exercises) and scrimmage or free play. Training sessions follow structure indicated below. However, the three parts of the session can be shorter or longer in duration and the sections within the main part can be interchanged depending on the type of exercise. Please note that any explanations below are recommendations and not prescriptions.

SESSIONS PER WEEK	2	DURATION OF THE SESSION	60-75 minutes
PLAYERS PER SESSION	U6-U8	DURATION OF THE MATCH	30-40 minutes
TRAINING SESSION STRUCTURE	WARM-UP		Ball familiarity practices to develop basic skills.
	MAIN PART	PHYSICAL	Exercises oriented mainly to develop speed, agility, and basic motors skills
		TECHNICAL SIMPLE	Unopposed practices based on simplicity of the movements, repetition and high tempo
		TECHNICAL COMPLEX	Unopposed or basic opposed practices with a small tactical component based on perception and/or decision making
	SCRIMMAGE		Simple small sided games to develop the team concept

SESSIONS PER WEEK	2	DURATION OF THE SESSION	90 minutes
PLAYERS PER SESSION	U9-U12	DURATION OF THE MATCH	50 minutes
TRAINING SESSION STRUCTURE	WARM-UP		Fun and dynamic games, passing and possession practices, stretching and dynamic movement
	MAIN PART	PHYSICAL	Exercises based on agility, speed, coordination and balance
		TECHNICAL	Unopposed practices to develop, quality and opposed practices to develop competitiveness. Opposed practices are more realistic and force players to make decisions as they would in the game
		TACTICAL	Practice games based on basic understanding of the game (attacking principles), possession, combination play, playing out from the back and finishing
	SCRIMMAGE		Games based on position specific, quick movement of ball and distribution of space

SESSIONS PER WEEK	3	DURATION OF THE SESSION	90 minutes
PLAYERS PER SESSION	U13-U14	DURATION OF THE MATCH	70 minutes
TRAINING SESSION STRUCTURE	WARM-UP		Passing, possession and transition practices, stretching and dynamic movement
	MAIN PART	PHYSICAL	Exercises based on agility, various types of speed (reaction, acceleration), and explosive strength
		TECHNICAL	Unopposed practices to develop speed of play and opposed practices to develop competitiveness. Opposed practices are more realistic and game oriented. Unopposed practices must have time restriction
		TACTICAL	Use the contrast of small spaces to develop speed of play and big spaces to develop the understanding of how to work in a unit
	SCRIMMAGE		Free game based on speed of play, movement off the ball and quick defensive-offensive transition

SESSIONS PER WEEK	3	DURATION OF THE SESSION	120 minutes
PLAYERS PER SESSION	U15-U19	DURATION OF THE MATCH	80-90 minutes
TRAINING SESSION STRUCTURE	WARM-UP		Passing, possession and transition practices, stretching and dynamic movement
	MAIN PART	PHYSICAL	Exercises based on agility, various types of speed and explosive strength
		TECHNICAL	At this stage technique can be developed in small spaces through collective games and simple opposed practices
		TACTICAL	Use the full size or specific areas of the field to develop tactical understanding of the game. Keep it realistic and related to the game.
	SCRIMMAGE		Free game including the concepts worked in the session.

INITIAL STAGE  
TRAINING SESSION EXAMPLE

DATE:	AGE GROUP:	DURATION:	WORKLOAD:
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OBJECTIVES	
TECHNICAL	
PHYSICAL	
PSYCHOSOCIAL	

ORGANIZATION	
ARRIVAL:	
WARM-UP: STRETCHING:	
MAIN: PHYSICAL: TECHNICAL SIMPLE 1: TECHNICAL SIMPLE 2: TECHNICAL COMPLEX:	
SCRIMMAGE: COOL DOWN:	

SETUP
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