Unit 06: Hockey

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **Week 13**
Length: **3 Weeks**
Status: **Published**

Unit Overview

In this unit, students will learn how to enhance their hockey skills. Students will review/learn the key terms, safety rules, parts of the stick, and rules of game play. Each class will engage in a variety of different hockey games designed to increase their level of hockey skills/play.

Standards

HPE.2.5.2.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.2.A.4	Correct movement errors in response to feedback.
HPE.2.5.2.A.CS1	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
HPE.2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
HPE.2.5.2.B.2	Explain the difference between offense and defense.
HPE.2.5.2.B.4	Demonstrate strategies that enable team and group members to achieve goals.
HPE.2.5.2.B.CS1	Teamwork consists of effective communication and other interactions between team members.
HPE.2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.
HPE.2.5.2.C.2	Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.
HPE.2.5.2.C.CS1	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
HPE.2.6.2.A.2	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
HPE.2.6.2.A.CS1	Appropriate types and amounts of physical activity enhance personal health.

Essential Questions

1. How can the game of hockey improve physical fitness?

2. What skill is most important to play hockey?

3. How can I show good sportsmanship and teamwork when playing hockey?

Application of Knowledge and Skills...

Students will know that...

- 1. the game of hockey includes special hockey equipment.
- 2. cooperation, friendship, and peer relationships can be improved through teamwork, safety, and sportsmanship.

Students will be able to...

- A. Use a hockey stick to strike a ball.
- B. Demonstrate the ability to control a ball with a hockey stick.
- C. Describe the importance of making accurate passes and shots in hockey.
- D. Discuss the importance of showing good sportsmanship and teamwork.
- E. Perform hockey skills: dribbling, passing, shooting, defending, and trapping.

Assessments

• Pre-Assessment Hockey - Diagnostic: Instructional/Assessment Focus - Students will be assessed on their ability to properly hold the stick and strike the ball. 2.5.2.A.1 2.5.2.A.4 2.5.2.C.2 2.6.2.A.2

• Skills Assessment: Hockey - Summative: Running Record - Students will be assessed on their ability to demonstrate passing, shooting, dribbling, and teamwork skills. 2.5.2.A.1 2.5.2.A.4 2.5.2.B.1 2.5.2.B.2 2.5.2.B.4 2.6.2.A.2

Activities

- Dribble Obstacle Course: students implement puck-handling skills with precision and speed.
- Goal-shooting Drills: students practice shooting at multiple goals.
- Messy Backyard: students use puck-handling, passing, and shooting skills in a game to shoot objects into the goals in the quickest time possible.
- Passing Drills: students pass back and forth using foam hockey sticks and pucks.
- Puck-handling Drills: students maneuver the puck through the cones and hand it off to a partner.
- Shooting Practice: students practice shooting at one goal.

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
  - Modifications & accommodations as listed in the student's IEP
  - Assign a peer to help keep student on task
  - Modified or reduced assignments
  - Reduce length of assignment for different mode of delivery
  - Increase one-to-one time
  - Working contract between you and student at risk
  - Prioritize tasks
  - Think in concrete terms and provide hands-on-tasks
  - Position student near helping peer or have quick access to teacher
  - Anticipate where needs will be
  - Break tests down in smaller increments
- Content specific modifications may include:

- Larger balls will be used for the less-experienced players to increase their success and ease of striking the ball with the hockey stick.
- Students having difficulty will be encouraged to move as close as possible to the target or goal before shooting.
- Students having difficulty will be provided with one-on-one instruction during practice and game play.

Differentiation for ELL's:

- General modifications may include:
  - Integrate activities into thematic units
  - tap the student's prior knowledge and experience, which may be different from other students in the class
  - teach learning strategies and scaffold complex texts
  - organize students into a variety of learning groups
  - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: passing, dribbling, shooting, stick, puck, goal

Differentiation to extend learning for gifted students may include:

Students having difficulty will be advised to focus on either offense or defense during game play, while students who excel will be advised to play both offense and defense.

Integrated/Cross-Disciplinary Instruction

- Mathematics connection: Students count the number of goals scored in a particular target, the number

of passes a team makes before shooting, and/or the number of balls stolen from an opponent.
- Language Arts connection: When they have the puck during practice sessions, students will name an adjective to describe the game of hockey.

Resources

- PEcentral.org
- Teachphysed.com
- The Physical Educator's Big Book of Sport Lead Up Games by Guy Bailey
- Teacher-created handouts and lessons
- Set of hockey sticks, goals, and foam pucks

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.