Unit 09: Floor Hockey

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **Week 15**
Length: **2 Weeks**
Status: **Published**

Unit Overview

During this unit, the students will learn the rules, key terms, and boundaries of the floor, positions, and how to play the game of floor hockey. Teamwork and sportsmanship will be emphasized.

Standards

HPE.2.5.6.A.1	Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.6.A.2	Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
HPE.2.5.6.A.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).
HPE.2.5.6.A.4	Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
HPE.2.5.6.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.2.5.6.A.CS2	Performing movement skills effectively is often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others.
HPE.2.5.6.B.1	Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.
HPE.2.5.6.B.2	Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement.
HPE.2.5.6.B.CS1	There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.
HPE.2.5.6.C.1	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
HPE.2.5.6.C.2	Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
HPE.2.5.6.C.3	Relate the origin and rules associated with certain games, sports, and dances to different cultures.
HPE.2.5.6.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.2.6.6.A.1	Analyze the social, emotional, and health benefits of selected physical experiences.
HPE.2.6.6.A.2	Determine to what extent various activities improve skill-related fitness versus health-related fitness.
HPE.2.6.6.A.4	Predict how factors such as health status, interests, environmental conditions, and

	available time may impact personal fitness.
HPE.2.6.6.A.6	Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
HPE.2.6.6.A.CS1	Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.

Essential Questions

1. What are some advantages that sportsmanship and teamwork have during team competition?

2. How can one maintain or improve his/her level of skills or fitness?

3. Why should one spend time stretching before and after an athletic event?

4. What is the minimum amount of exercise one can do to stay physically fit?

Application of Knowledge and Skills...

Students will know that...

- 1. Key vocabulary terms related to floor hockey (backhand, forehand, wrist-shot, slap-shot, face-off, stick-handling)
- 2. Offensive and defensive tactics
- 3. The equipment needed for floor hockey
- 4. Basic rules floor hockey

Students will be able to...

- A. Describe the importance of controlling the ball correctly using both the forehand and backhand.
- B. Hold the stick correctly while handling and shooting the ball.
- C. Run to open spaces to receive passes and to set up shots.
- D. Discuss the importance of playing together as a team.
- E. Control the floor hockey game among themselves following the rules.
- F. Define key terms and explain rules of floor hockey.
- G. Take the basic wrist shot.
- H. Show that they are following the safety rules of the game by moving with the stick on the ground at all times.

Assessments

- Unit Test Summative: Written Test Students will take a written test on floor hockey. 2.5.6.A.1-4, 2.5.6.B.1-2, 2.5.6.C.1-3, 2,2.6.A.1,2,4,6
- Paticipation & Effort Formative: Other visual assessments 2.5.6.A.1-3, 2.5.6.B.1, 2.5.6.C.1-3

Activities

Explain the game of floor hockey and review the techniques for using the stick, hitting the ball, and the boundaries of the floor.

Practice stick-handling across the gym using both forehand and backhand.

Practice passing while moving and receiving the ball.

Demonstrate how to shoot a wrist-shot and have students practice.

Play games, rotating teams every five minutes.

Ticket to Leave-daily

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:
    - Allow students to pass the ball from different distances
    - Mini-lessons based on skill level
    - Use ball or puck
    - Stick-handling with forehand and backhand using a puck.
    - Various sizes of hockey sticks

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: backhand, forehand, wrist-shot, slap-shot, face-off, stick-handling

Differentiation to extend learning for gifted students may include:

- Allow students to pass the ball from different distances
- Mini-lessons based on skill level
- Use ball or puck
- Stick-handling with forehand and backhand using a puck.
- Various sizes of hockey sticks

Integrated/Cross-Disciplinary Instruction

Health- safety and warm-up/cool down exercises to help prevent injuries

Math- keeping track of the score of the games.

Resources

pecentral.com

about.com

teachphysed.com

hometeamsonline.com

nhl.com

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.