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.2.5.8.A.1	Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.8.A.2	Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
HPE.2.5.8.A.3	Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).
HPE.2.5.8.A.4	Detect, analyze, and correct errors and apply to refine movement skills.
HPE.2.5.8.A.CS1	Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
HPE.2.5.8.B.1	Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
HPE.2.5.8.B.2	Assess the effectiveness of specific mental strategies applied to improve performance.
HPE.2.5.8.B.CS1	Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.
HPE.2.5.8.C.1	Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
HPE.2.5.8.C.2	Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.
HPE.2.5.8.C.3	Analyze the impact of different world cultures on present-day games, sports, and dance.
HPE.2.5.8.C.CS1	Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.
HPE.2.6.8.A.1	Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
HPE.2.6.8.A.2	Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.
HPE.2.6.8.A.4	Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.
HPE.2.6.8.A.5	Use the primary principles of training (FITT) for the purposes of modifying personal levels

	of fitness.
HPE.2.6.8.A.CS1	Knowing and applying a variety of effective training 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.