# Nov. Hockey Unit (3-5)

Content Area: **P.E.**
Course(s):
Time Period: **November**
Length: **2-3 Weeks**
Status: **Published**

## Unit Overview

This unit teaches the vocabulary terms and skills needed to play lead up games of hockey.

## Enduring Understandings

Lifelong fitness is a goal that is acheived by developing skills that allow us to engage in a variety of sports in a safe and enjoyable manner.

## Essential Questions

What are the vocabulary terms in hockey a person must know in order to play the game?

What are the rules for playing hockey?

How do you play hockey safely?

## Instructional Strategies & Learning Activities

**Skills Covered:**

1. Use of equipment
2. Dribbling
3. Passing / Trapping
4. Shooting

**Lesson 1:**

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| Students will be introduced to the game of hockey.<br>Students will perform a series of challenges with a partner. | Hockey Partner Challenge<br><br>Students will pick partners that they work well with. Students will | Hockey sticks<br><br>balls/pucks<br><br>cones. | Teacher will observe the students and make sure students are participating in a safe and fair manner. Make sure students |

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| | then line up on the yellow line with partners. One partner at a time will perform the challenge while the other partner counts. The following challenges will be performed:<br><br>Stationary Dribbling<br><br>Moving Dribbling<br><br>Passing | | are using the proper technique. |

**Lesson 2**

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| Students will play the game pick pocket hockey. Students will be asked to use dribbling skills they learned in a previous class and apply them to a the game. | Pick pocket hockey:<br><br>Students will be broken down into 4 teams. Teams will be sent into a different corner of the gym. Each team will have a hula hoop in their corner. Each team will be seated behind the hula hoop. When the teacher starts the game the students have to go to the middle of the gym and dribble back a hockey ball and put it into their hula hoop. After that the next student in line will get up and do the same. When the middle has run out of balls, the students can go steal a ball from another team. When a team has 3 balls in their hula hoop they win that round. | hockey balls<br><br>hula hoops. | Teacher will observe the students and make sure students are participating in a safe and fair manner. Make sure students are using the proper technique. |

**Lesson 3 and 4**

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| Students will use the hockey skills they have learned and apply to a modified hockey game. | Box or Sideline Hockey I and II<br><br>Teacher will divide the students into 2 teams.<br><br>Box Hockey: Each student will be given a box to stay in. Students may not leave their box. Students will play hockey while staying in their box. Students need to shoot the ball into the goal for a point. After each score or 1 minute the teacher will blow the whistle to stop play. Students will rotate into different boxes.<br><br>Sideline Hockey: Students are given an individual number 1-4. A number will be called out and those students ome into the play area to play for 1 minute. Then game play is stopped and a new number will be called. Repeat. | Hockey sticks<br><br>Balls/pucks<br><br>Cones<br><br>Goals | Teacher will observe the students and make sure students are participating in a safe and fair manner. Make sure students are using the proper technique. |

**Lesson 5**

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| Students will practice their skills at each hockey station | Hockey stations<br><br>Students practice dribbling, passing, trapping, shooting at different stations. | Hockey sticks<br><br>Balls/pucks<br><br>Cones<br><br>Goals | Teachers will assess each student on their skills at each station to give an end of the unit grade. |

## Integration of Career Readiness, Life Literacies, And Key Skills

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| 9.4.2.CI | Creativity and Innovation |
| 9.2.5.CAP | Career Awareness and Planning |
| | Brainstorming can create new, innovative ideas. |
| | An individual's passions, aptitude and skills can affect his/her employment and earning potential. |
| 9.2.5.CAP.1 | Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. |
| 9.4.2.CI.1 | Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). |
| 9.4.2.CI.2 | Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). |
| 9.2.5.CAP.3 | Identify qualifications needed to pursue traditional and non-traditional careers and occupations. |
| 9.4.2.CT | Critical Thinking and Problem-solving |
| 9.4.2.CT.3 | Use a variety of types of thinking to solve problems (e.g., inductive, deductive). |

## Technology Integration

Video clips demonstrating skills and game play may be used.

## Interdisciplinary Connections

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| LA.SL.3.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. |
| LA.SL.3.1.B | Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |
| LA.SL.3.1.C | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |
| LA.L.3.6 | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). |

## Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.

- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

**Differentiation occurring in this unit:**

Use a variety of balls/pucks so all skill levels can achieve success.

## Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

**Modifications and Accommodations used in this unit:**

Physical and learning accommodations based on individual IEP's will be closely monitored.

## Benchmark Assessments

**Benchmark Assessments** are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

**Schoolwide Benchmark assessments:**

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

**Additional Benchmarks used in this unit:**

Teacher observation and recording growth milestones.

## Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

**Formative Assessments used in this unit:**

See notes in the instructional strategies and learning activities section.

## Summative Assessments

**Summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

**Summative assessments for this unit:**

Success completion of the hockey station assessment.

## Instructional Materials

Hockey equipment:  hula hoops, sticks, cones, balls, pucks

Teacher made instructional materials

Video Clips

## Standards

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| 2.2.5.MSC.1 | Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility). |
| 2.2.5.MSC.3 | Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities). |
| 2.2.5.MSC.4 | Develop the necessary body control to improve stability and balance during movement and physical activity. |
| 2.2.5.MSC.5 | Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance. |
| 2.2.5.MSC.6 | Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. |
| 2.2.5.MSC.7 | Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment. |
| 2.2.5.PF.1 | Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health. |
| 2.2.5.PF.2 | Accept and respect others of all skill levels and abilities during participation. |
| 2.2.5.PF.3 | Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance). |
| 2.2.5.LF.1 | Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment. |
| 2.2.5.LF.2 | Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness. |
| 2.2.5.LF.3 | Proactively engage in movement and physical activity for enjoyment individually or with others. |
| 2.2.5.LF.4 | Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga). |