

UNIT: **FLOOR HOCKEY9-12**

TIME FRAME: **3-4 Weeks**

TEACHER: **HS PE STAFF**

Unit Summary and Rationale: (Outlines the components of the unit and the reasoning for their inclusion):

How to successfully understand the rules and strategy involved in a game of hockey.
Students will learn (demonstrate) the concept of teamwork, sportsmanship, strategy.
Demonstration and explanation.

Unit Connection College and Career Ready Descriptions: Teachers will select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.

☒ Students will demonstrate independence.

☐ Students will value evidence.

☒ Students will critique as well as comprehend.

☒ Students will develop an understanding of other perspectives and cultures.

☒ Students will build strong content knowledge.

☒ Students will respond to the varying demands of audience, task, and discipline.

☐ Students will use technology and digital media strategically and capably.

Unit Standards: Teachers should list the standards to be addressed within the unit.

Content/Skills	Reading	Writing
R.CCR1 W.CCR1 R.CCR2 W.CCR2 R.CCR3 W.CCR3 R.CCR4 W.CCR4 R.CCR5 W.CCR5 R.CCR6 W.CCR7 R.CCR7 W.CCR8 R.CCR8 W.CCR9 R.CCR9	1 Understanding rules/positions/skills/safety 2 Understanding directions/strategy 3 History/playing games/ strategy 4 Word Walls/terminology 5 Skill relationship 6 Technique/strategy 7 Demonstration 8 Observation/discussion/ teamwork 9 Progression of Skills	1 Listening to direction 2 Understanding/Demonstration of rules 3 Practice Skills 4 Playing game/activity successfully 5 Correcting errors in skills 7 Watching a REAL hockey game 8 Demonstrating of skills seen else ware 9 Demonstrating of skills seen else ware

Essential Questions: *Essential questions center around major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond who, what and where. They need to lead to the how and why.*

What are the skills needed to play hockey?
What would the game of hockey be like with out rules?

Big Ideas: *These are what students will discover as a result of instruction and learning activities. They are the main ideas of the learning, the conclusions, or the generalizations. Big Ideas should be open-ended and apply to more than one area of study.*

Ability to play hockey and understand skills and rules needed to be successful.

Learning Tasks: <i>Teachers list the various tasks students will engage in throughout the unit.</i>		
<div>Reading Tasks</div> <div>Teacher Demonstration of skills</div> <div>Understanding the rules</div> <div>Demonstration of Strategy</div> <div>Demonstration of Safety/Sportsmanship</div>	<div>Writing Tasks</div> <div>Student understanding scoring/strategy</div> <div>Understanding skills</div> <div>Student Demonstration of skills</div>	
Assessments: <i>List types of assessments that will be used throughout the course of the unit.</i> <i>*If you do not have assessments for this unit, they should be created before moving on to the lesson design*</i>		
DIAGNOSTIC	FORMATIVE	SUMMATIVE
Content knowledge of the area of hockey through discussion and drilling.	Monitoring of Skills. Observation of game play.	Hockey Rubric.
Text(s) Selections <i>(generated by (?) both teacher and student)</i> <i>Teachers will list the genres/titles for study:</i>		
Notes: Students will be demonstrating several skills for this activity (stick handling, passing, shooting and goaltending). I am looking for them to improve as the class progresses. I want the student to become comfortable using the skills during the game. I am looking for participation from each student as well as an enjoyment for the activity.		