

Phase II: UNIT PLANNING

UNIT: __Hockey_____ TIME FRAME: _3 Weeks_____ TEACHER: _K-5 Physical Education Teachers_____

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

Basic game---modifications of skills associated with Hockey. Terminology, rules, scoring and teamwork.
Demonstration, practice, key words, and visual cues.

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 build strong content knowledge.
- ☐ Students will respond to the varying demands of audience, task, and discipline.
- * Students will critique as well as comprehend.
- ☐ Students will use technology and digital media strategically and capably.
- * Students will develop an understanding of other perspectives and cultures.

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

Content	Reading	Writing
<ol style="list-style-type: none"> 1. Personal Health and Fitness 2. A safe and healthy environment 3. Resource Management 	<ol style="list-style-type: none"> 1. CCR.1-Rules 2. CCR.3-Game Play/Skill Usage 3. CCR.6-Use skills in game play 	<ol style="list-style-type: none"> 1. CCR.1-Listening 2. CCR.5 –Strengthen skills for application 3. CCR.7-Research to show understanding of sport
<p>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 <i>who, what and where</i>. They need to lead to the <i>how</i> and <i>why</i>.</p>		<p>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.</p>
<p>Can you perform the skills and apply the rules and violations needed to play hockey.</p>		<p>Hockey skills which includes stick handling, can be applied in various games (small or large group). Athletic achievements and academic success.</p>

Learning Tasks: Teachers list the various tasks students will engage in throughout the unit.	
<p style="text-align: center;">Reading Tasks</p> <ol style="list-style-type: none"> 1. Visual Cues (posters or signs) 2. Key words 3. Rules and Penalties 4. Teamwork 5. Positional Play 	<p style="text-align: center;">Writing Tasks</p> <ol style="list-style-type: none"> 1. Scoring 2. Skill Test

Assessments: List types of assessments that will be used throughout the course of the unit. *If you do not have assessments for this unit, they should be created before moving on to the lesson design*		
DIAGNOSTIC	FORMATIVE	SUMMATIVE
Knowing right from left on the stick Cardio endurance/running Pre-test	Verbal on task analysis Check list for knowledge	Game Play Positions (ing) Final Test/Visual and Written

<p>Text(s) Selections (generated by (?) both teacher and student)</p> <p>Teachers will list the genres/titles for study:</p> <p>Books-Illustrations-Internet-Local News (about Local teams) Videos</p>
<p>Notes:</p> <p>Modification of skills and drills for students at various abilities.</p>