

<b>Lesson 10</b>	<b>Lesson 11</b>	<b>Lesson 12</b>	<b>Lesson 13</b>
<p><b>Content:</b> Floor Hockey</p>	<p><b>Content:</b> Floor Hockey</p>	<p><b>Content:</b> Floor Hockey</p>	<p><b>Content:</b> Floor Hockey</p>
<p><b>Lesson Objectives- Psychomotor/ Behavioral</b> <b>(SCT)-</b> Ss will learn and perform all 40 counts (criteria) of the dance (task) taught by the teacher (situation) and add the 16 counts that they have developed along with the 16 counts that they have learned from the other groups.</p> <p><b>Cognitive-</b> During the lesson (situation) the teacher will ask students about the dance (task) that they have learned to</p>	<p><b>Lesson Objectives- Psychomotor/ Behavioral</b> <b>(SCT)-</b> Ss will learn and perform all of the new 40 counts (criteria) of the dance (task) taught by the teacher (situation). <b>Cognitive-</b> During the lesson (situation) the teacher will ask students about the dance (task) that they have learned to determine if they understand and students will answer or demonstrate the dance moves 100% of the time (criteria).</p>	<p><b>Lesson Objectives- Psychomotor/ Behavioral</b> <b>(SCT)-</b> Ss will learn and review and perform all of the new 40 counts (criteria) of the dance (task) taught by the teacher (situation) by working together in groups.</p> <p><b>Cognitive-</b> During the lesson (situation) the teacher will ask students about the dance (task) that they have learned to determine if they understand and students will answer or demonstrate the</p>	<p><b>Lesson Objectives- Psychomotor/ Behavioral</b> <b>(SCT)-</b> Ss will perform all of the final counts (criteria) of the dance (task) using expression and energy (situation) and complete a final self assessment. The teacher will also finish the final behavioral assessment.</p> <p><b>Cognitive-</b> During the lesson (situation) the teacher will ask students about the dance (task) that they</p>

<p>determine if they understand and students will answer or demonstrate the dance moves 100% of the time (criteria).</p> <p><b>Affective/ Personal (SCT)-</b> Students will show the teacher thumbs up or down (task) at the end of the lesson (criteria) on how they feel their groups are working together and the effort they are putting into the lesson with 90% (criteria) of the students having thumbs up.</p> <p><b>Fitness-</b> Ss will participate in 50 % (criteria) or more of the lesson (task) in MVPA (situation) assessed by accelerometers.</p> <p><b>National Standards-</b> 1-6</p>	<p><b>Affective/ Personal (SCT)-</b> Students will show the teacher thumbs up or down (task) at the end of the lesson (criteria) on how they feel their groups are working together and the effort they are putting into the lesson with 90% (criteria) of the students having thumbs up.</p> <p><b>Fitness-</b> Ss will participate in 50 % (criteria) or more of the lesson (task) in MVPA (situation) assessed by accelerometers.</p> <p><b>National Standards-</b> 1-6</p>	<p>dance moves 100% of the time (criteria).</p> <p><b>Affective/ Personal (SCT)-</b> Students will show the teacher thumbs up or down (task) at the end of the lesson (criteria) on how they feel their groups are working together and the effort they are putting into the lesson with 90% (criteria) of the students having thumbs up.</p> <p><b>Fitness-</b> Ss will participate in 50 % (criteria) or more of the lesson (task) in MVPA (situation) assessed by accelerometers.</p> <p><b>National Standards-</b> 1-6</p>	<p>have learned to determine if they understand and students will answer or demonstrate the dance moves 100% of the time (criteria).</p> <p><b>Affective/ Personal (SCT)-</b> Ss will fill out an assessment sheet (situation) to rate their self-efficacy of dance, which self-efficacy goal was to improve throughout the unit (criteria) encouraging students and giving praise (Harter's scale).</p> <p><b>Fitness-</b> Ss will participate in 50 % (criteria) or more of the lesson (task) in MVPA (situation) assessed by accelerometers.</p> <p><b>National Standards-</b> 1-6</p>
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<b>Learning Activities</b>	<b>Learning Activities</b>	<b>Learning Activities</b>	<b>Learning Activities</b>
<p><b>Warm-up (10 min)</b> Students will play queen &amp; king of the court, once students ball get knocks out, they are out, and when the student who knocked your ball out gets out you are back in.</p>	<p><b>Warm-up (10 min)</b> Students will play the tag across the gymnasium game.</p>	<p><b>Warm-up (10 min)</b> Students will be on one side of the gymnasium in three lines and dribble <math>\frac{3}{4}</math> the way down the court then shot on net There will also be a line of people playing defense.</p>	<p><b>Warm-up (10 min)</b> Students will make three lines and be on one side of the gymnasium in three lines and pass back and fourth all the way down the court, then shot on net. There will also be a line of people playing defense.</p>
<p><b>Main Activity: (15 min)</b> Students will learn about penalties, penalty kills, and power plays.</p>	<p><b>Main Activity: (15 min)</b> Students will have a final round robin games.</p>	<p><b>Main Activity: (15 min)</b> Students will have a final round robin games.</p>	<p><b>Main Activity: (15 min)</b> Students will have a final round robin games.</p>
<p><b>Scrimmage (10 min)</b> Students will play small sided games</p>	<p><b>Scrimmage (10 min)</b> Students will play small sided games</p>	<p><b>Scrimmage (10 min)</b> Students will play small sided games</p>	<p><b>Scrimmage (10 min)</b> Students will play small sided games</p>