

**Physical Education  
Unit 9: Lacrosse**

<p><b>Essential Understandings</b></p>	<ul style="list-style-type: none"> <li>▪ Coordination and transfer of sport specific motor skills is necessary in lacrosse.</li> <li>▪ Lacrosse requires working together as a team to develop cooperation skills and team strategies.</li> </ul>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>▪ How is a lacrosse stick held?</li> <li>▪ What is cradling?</li> <li>▪ How does one throw (pass), catch, or pick up a ground ball?</li> <li>▪ How does one move the ball down field?</li> <li>▪ What is checking?</li> <li>▪ What are lacrosse field positions?</li> </ul>
<p><b>Essential Knowledge</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Basic Skill Drills</b> <ul style="list-style-type: none"> <li>○ Individually practice skills against a wall or in an open space.</li> <li>○ Partners practice skills 10 yards, 20 yards apart.</li> <li>○ 3 people practice skills in a triangle, gradually moving farther apart.</li> <li>○ Line drills – 2 lines facing each other or 2 lines side-by-side practice skills to increase speed and accuracy.</li> </ul> </li> <li>▪ <b>Basic Game Rules (Transitional LAX)</b> <ul style="list-style-type: none"> <li>○ Divide class into 2 teams – 1 team is up at bat while other team is on defense in field.</li> <li>○ Using lacrosse skills, player at bat throws ball, using Lax stick, as far into field as possible. Batter then runs between 2 bases, scoring a point each time touches base. Stops running when defense scores in goal.</li> <li>○ Bonus points added for accuracy – 5 points if hit far wall; 10 points if hit far backboard; 20 points if make basket.</li> <li>○ Defense can score points if catch a fly ball (3points each).</li> <li>○ Defense must make at least 1 pass before trying to score in goal. Must shoot from behind designated line.</li> <li>○ If defense misses goal, must run, scoop up ball, bring or pass behind designated shooting line, and try again until lands in goal. Offensive player stops running when official goal is scored and whistle blows to stop play.</li> <li>○ Depending on team size, each player takes a throw on offense or a set number of players throw before switching teams from offense to defense.</li> <li>○ Focus is on fundamental skills of scooping, passing, and catching. Teamwork is a necessity on defense. May have to institute rule of same player cannot shoot more than once for each thrower if ball hogging occurs.</li> </ul> </li> <li>▪ <b>Safety</b> <ul style="list-style-type: none"> <li>○ <b>Protect your face when learning to catch with lacrosse</b></li> </ul> </li> </ul>

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	<p><b>stick.</b></p> <ul style="list-style-type: none"> <li>o <b>Do not throw a pass to a person who is not paying attention.</b></li> <li>o <b>Only use soft, training Lax ball.</b></li> </ul>
<p align="center"><b>Vocabulary</b></p>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>o Basket, cradle, scoop, pass, ground ball, fly ball, “give”</li> </ul> </li> </ul>
<p align="center"><b>Essential Skills</b></p>	<ul style="list-style-type: none"> <li>▪ Demonstrate during skill drills or Transitional Lax game, proper techniques to throw for accuracy, catch (give), pick-up a ground ball (scoop), and shoot at goal.</li> </ul>
<p align="center"><b>Related Maine Learning Results</b></p>	<p><u>Health and Physical Education</u></p> <p>G. Movement/Motor Skills and Knowledge</p> <p>G1. Stability and Force Students change their motion and the motion of objects by applying the principles of stability and force during skill practice.</p> <ul style="list-style-type: none"> <li>a. Demonstrate the principle of opposition.</li> <li>b. Demonstrate how the point of contact changes the path of an object.</li> <li>c. Demonstrate how the point of release changes the path of an object.</li> <li>d. Demonstrate lifts and actions that decrease risk for injury.</li> </ul> <p>G2. Movement Skills Students demonstrate motor skills and manipulative skills during drills or modified games/physical activities.</p> <ul style="list-style-type: none"> <li>a. Demonstrate correct technique for motor skills and manipulative skills during drills or modified games/physical activities.</li> <li>b. Combine manipulative skills with motor skills during drills or modified games/physical activities.</li> </ul> <p>G4. Skill Improvement Students explain how specific, positive, and correct feedback affect skill improvement.</p> <p>I. Personal and Social Skills and Knowledge</p> <p>I1. Cooperative Skills Students demonstrate cooperative and inclusive skills while participating in physical activities.</p> <ul style="list-style-type: none"> <li>a. Work together as a team.</li> <li>b. Respond appropriately to peer pressure.</li> <li>c. Manage conflict.</li> <li>d. Engage peers respectfully in activities.</li> </ul> <p>I2. Responsible Behavior Students demonstrate responsible personal behaviors while participating in physical activities.</p>

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	<p>I3. Safety Rules and Rules of Play</p> <p>a. Explain the purpose for modifying playing rules in specified situations.</p> <p>b. Explain the safety rules and possible risks associated with specific games/physical activities.</p>
<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"> <li>▪ Skill drills: individual, partner, 3's, lines.</li> <li>▪ Transitional lacrosse game</li> </ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"> <li>▪ Observations during skill drills, lead-up games, and games for proper techniques of passing, catching, scooping, following rules, and practicing safety measures.</li> </ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"> <li>▪ <u>Publications:</u> <ul style="list-style-type: none"> <li>○ <u>PE Games &amp; Activities Kit</u> – Ken Lumsden</li> <li>○ <u>Student-Centered Physical Education</u> – Smith/Cestaro</li> </ul> </li> <li>▪ <u>Websites:</u> <ul style="list-style-type: none"> <li>○ <a href="http://www.pecentral.org">www.pecentral.org</a></li> </ul> </li> </ul>

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