

Physical Education Brunswick School Department
Grade 8
Lacrosse

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| Essential Understandings | <ul style="list-style-type: none"> ▪ Coordination and transfer of sport specific motor skills is necessary in lacrosse. ▪ Lacrosse requires working together as a team to develop cooperation skills and team strategies. |
| Essential Questions | <ul style="list-style-type: none"> ▪ How does a team position players on the field? ▪ How does a team move the ball down field? ▪ What is checking with a body or with a stick? ▪ What is a draw? ▪ What is the crease? ▪ What is slashing? ▪ What are defensive strategies? ▪ What are offensive strategies? |
| Essential Knowledge | <ul style="list-style-type: none"> ▪ Basic Skill Drills <ul style="list-style-type: none"> ○ Individually practice skills against a wall or in an open space. ○ Partners practice skills 10 yards, 20 yards apart. ○ 3 people practice skills in a triangle, gradually moving farther apart. ○ Line drills – 2 lines facing each other or 2 lines side-by-side practice skills to increase speed and accuracy. ▪ Basic Game Rules <ul style="list-style-type: none"> ○ A game starts with a draw – two opposing players toeing the center line, their crosses (baskets) held in the air, parallel to the center line with the ball placed between them. The players pull their sticks up and away, lifting the ball into the air. ○ The team that has the ball advances the ball by carryin (cradling), throwing, rolling, or batting it down the field. ○ If the ball goes out of bounds, it is given to the nearest player on the team that didn't send it out of bounds. ○ Only defense and the goalie are allowed in the crease. A shot must be taken from behind the crease line. ○ A team scores a goal when the ball passes completely over the goal line, between the posts of the net. ○ Play is restarted at the center line with another draw. ▪ Safety <ul style="list-style-type: none"> ○ There is no checking (stick) above shoulder height. ○ There is no body checking, ever. ○ There is no tripping. ○ Only use soft, training lacrosse ball. |
| Vocabulary | <ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ Checking, slashing, draw, crease, crosses (baskets), |

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| | offensive strategies, defensive strategies |
| Essential Skills | <ul style="list-style-type: none"> ▪ ▪ Demonstrate during modified game/regulation game, passing, catching, shooting, scooping, cradling, and basic rules understanding. ▪ Demonstrate during game, offensive and defensive strategies. |
| Related Maine Learning Results | <p><u>Health and Physical Education</u></p> <p>G. Movement/Motor Skills and Knowledge</p> <p>G1. Stability and Force</p> <p>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"> a. Demonstrate the principle of opposition. b. Demonstrate how the point of contact changes the path of an object. c. Demonstrate how the point of release changes the path of an object. d. Demonstrate lifts and actions that decrease risk for injury. <p>G2. Movement Skills</p> <p>Students demonstrate motor skills and manipulative skills during drills or modified games/physical activities.</p> <ul style="list-style-type: none"> a. Demonstrate correct technique for motor skills and manipulative skills during drills or modified games/physical activities. b. Combine manipulative skills with motor skills during drills or modified games/physical activities. <p>G4. Skill Improvement</p> <p>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</p> <p>Students demonstrate cooperative and inclusive skills while participating in physical activities.</p> <ul style="list-style-type: none"> a. Work together as a team. b. Respond appropriately to peer pressure. c. Manage conflict. d. Engage peers respectfully in activities. <p>I2. Responsible Behavior</p> <p>Students demonstrate responsible personal behaviors while participating in physical activities.</p> <p>I3. Safety Rules and Rules of Play</p> <ul style="list-style-type: none"> a. Explain the purpose for modifying playing rules in specified situations. b. Explain the safety rules and possible risks associated |

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| | with specific games/physical activities. |
| Sample Lessons And Activities | <ul style="list-style-type: none"> ▪ Skill drills: individual, partner, 3's, lines to refresh techniques and re-teach. ▪ Modified game to teach positions with everyone rotating to all positions. ▪ Regulation game calling fouls and assessing penalties. |
| Sample Classroom Assessment Methods | <ul style="list-style-type: none"> ▪ Students, during game play, demonstrate positions, skill, rules of the game, and offensive and defensive strategies. |
| Sample Resources | <ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ <u>PE Games & Activities Kit</u> – Ken Lumsden ○ <u>Student-Centered Physical Education</u> – Smith/Cestaro ▪ <u>Websites:</u> <ul style="list-style-type: none"> ○ www.pecentral.org |