

Arundel High School - Department of Physical Education



Team Sports: Lacrosse



Mr. Johnson

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- A Day Planning Period: 4th period
- B Day Planning Period: 3rd period

Course Description

- This course is designed to teach the theory and skills of lacrosse and related sports. Students will demonstrate a fundamental knowledge of skills and concepts related becoming a successful participant in the game of lacrosse. Students will also cooperate with other classmates to develop a successful team and demonstrate high levels of sportsmanship.

Instructional Philosophy

- Physical activity is critical to the development and maintenance of good health. The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. Students will be actively engaged and challenged by utilizing the following strategies: cooperative learning, computer assisted assessment, self-reflection, and class discussions.

Course Goals/National Standards

- ***SHAPE America: National Physical Education Standards K-12***
 - ***The Physically Literate individual:***
 1. **Demonstrates** competency in a variety of motor skills and movement patterns.
 2. **Applies** knowledge of concepts, principles, strategies and tactics related to movement and performance.
 3. **Demonstrates** the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
 4. **Exhibits** responsible personal and social behavior that respects self and others.
 5. **Recognizes** the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
- ***The Maryland State Curriculum Standards for Physical Education state:***
 1. **Skillfulness** – Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skill combinations, combining skills effectively in skill themes, and applying skills.
 2. **Biomechanical Principles** - Students will demonstrate an ability to use the principles of biomechanics to generate and control forces to improve their movement effectiveness and safety.
 3. **Motor Learning Principles** – Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.

4. **Exercise Physiology** – Students will demonstrate the ability to use scientific principles to design and participate in a regular, moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance on a variety of academic, recreational, and life tasks.
5. **Physical Activity** – Students will demonstrate the ability to use the principles of exercise physiology, social psychology, and biomechanics to design and adhere to a regular, personalized, purposeful program of physical activity consistent with their health, performance, and fitness goals in order to gain health and cognitive/academic benefits.
6. **Social Psychological Principles** – Students will demonstrate the ability to use skills essential for developing self-efficacy, fostering a sense of community, and working effectively with others in physical activity settings

Course Content

- Introduction
- Physical Fitness Assessments
- Team Handball Unit
- History of lacrosse
- Rules and safety regulations
- Fundamental skills and techniques of lacrosse
- Proper warm-up and cool down procedures
- Fitness and conditioning of lacrosse
- Modified game activities
- Individual skills for offense and defense
- Team concepts on offense and defense
- Officiating, scorekeeping and coaching (TS 3 and 4)
- Fitness Post – Testing

Major Assignments and Assessments

- **Physical Activity/Social Psychological Standard**
 1. Daily grade based on performance rubric (See Evaluation Rubric)
 2. This is a **Summative Assessment**
- **Physical Fitness Assessments** (2 times per semester)
 1. 40 yard sprint
 2. Vertical jump
 3. Pro Agility
 4. Dot Drill
 5. 3 cone Agility
 6. Speed Rope
- **FitnessGram Physical Fitness Assessments** (2 times per semester)
 1. Pacer Test
 2. Pull-ups/Flexed Arm Hang
 3. Push-ups
 4. Curl-ups
 5. BMI/Bioelectrical Impedance Analysis
 6. Shoulder Flexibility
 7. Back Saver Sit and Reach
 8. Standing Broad Jump

- **Skills Assessments/Video Analysis – Rubric Based Grading**
 1. **Individual Skills**
 - Catching and Throwing
 - Ground Ball Play
 - Shooting
 - Ball Handling and Dodging
 - Individual Defense
 2. **Basic Team Strategy**
 - Pick Series
 - Give and Go
 - Draw and Dump
 - Off ball Defense
 - Transition Offense/Defense
 3. **Game Strategy**
 - Team Offensive Concepts
 - Team Defensive Concepts
 - Application of Basic Rules and Regulations
- **Formative Assessments**
 1. Students will keep a “lacrosse portfolio” that will include a variety of activities and assessments to be completed throughout the semester.
 2. The portfolio will be assessed periodically at the teacher’s discretion.

Materials of Instruction

- Uniform: Arundel High School P.E. Uniform (26 dollars), tennis shoes, and socks
- Lock (5 dollars): used in the locker room
- Notebook: folder with lined paper and a pencil

Evaluation Rubric

Area of Assessment	A 90%-100%	B 80%-89%	C 70%-79%	D 60%-69%	E 59% and ▼
Summative Assessment: Physical Activity/Social Psychological Standard 50%	Is dressed and prepared with required materials consistently Participates with excellent effort Exceeds stated expectations.	Is dressed and prepared with required materials consistently Participates with good effort Meets and often exceeds stated expectations.	Is usually dressed and prepared with required materials Participates with average effort Meets stated expectations.	Rarely dresses and prepared with required materials consistently Participates with little effort Minimally meets stated expectations.	Does not dress and is not prepared with required materials Fails to participate Does not meet minimum stated expectations.
Summative Assessment: Skill and Fitness Assessments 35%	Consistently completes on time Exceeds stated expectations Masters appropriate skills Exemplary work.	Consistently completes on time Meets and often exceeds stated expectations Master appropriate skills Good quality work.	Usually completes on time Meets stated expectations Average quality work Masters most appropriate skills.	Rarely completes on time Meets minimum stated expectations Poor quality work Masters some appropriate skills.	Rarely completes on time Does not meet stated expectations Poor quality work Does not master appropriate skills.
Formative Assessments 15%	Exceeds goals consistently	Meets and often exceeds goals	Meets goals consistently	Does not meet goals consistently	Fails to meet goals

Proficiency Policy

- Please refer to the Arundel High School Proficiency Policy located on the Arundel High School Website.

Make-up Work

- For each legal absent (sick, death in the family, court, field trip), you must: show coded absence pass and complete make-up work within a timely fashion. Please refer to *make-up activity list*.
- It is the student's responsibility to make up any work when absent from class. Students may be required to stay after school to make up work. In some situations, written work will be assigned. The student must see the instructor regarding make up work immediately after an absence. Make up work is due according to the policy stated in the student handbook.
- A student with a doctor's note for non-participation must complete a written assignment during the class period.
- Late work is only accepted, if the absence is legal and completed within three class meeting.

Parent grants permission for child to be videotaped and/or still photographed for educational purposes.

Please check: _____YES _____NO

- **Student Name:** _____
- **Signature:** _____

- **Guardian Name:** _____
- **Signature:** _____

Please record below if there is anything critical that you feel I should know about your student in or out of school?

Are there any particular strengths or weaknesses that you feel your student will demonstrate in this class?