**Indian Land High School**

**Physical Education/Health**

**Lesson Plan**

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| **Grade Span/Level:**  **Time Frame:****1st Unit:** **Lacrosse** **Activity:** **cradling, scooping, passing, catching, shooting Objective:** **The student will be able to demonstrate the ability to perform lacrosse skills as it relates cradling, scooping, passing, catching, shooting, guarding, teamwork, sportsmanship, and cooperation.**  |
| Physical Fitness Goals**:** **Throwing/catching and eye-hand coordination. Cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, coordination, balance, speed, power, agility, and reaction time.**Fitness Gram: **Yes [x]  No [ ]**  | **PE** **Standards Addressed:** **1-6****Health Standards Addressed:**  |
| Equipment Needed: Goals, lacrosse sticks, lacrosse balls, cones, vests |  Space Requirements: Field  |
| Essential Skills: Basic strategies and tactics of the gameSkills: cradling, scooping, passing, catching, shooting, and guarding.Development of cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, balance, coordination, agility, power, speed, reaction time, cooperation, teamwork, and sportsmanship. Essential Content Knowledge: Rules of etiquette, safety, and game play. Basic strategies and tactics of the game. Knowledge of cradling, scooping, passing, catching, shooting, guarding, weight transfer, force, angles, contact point, and trajectory. Terms:offense, defense, face-off, possession, outlet, receiver, goal=1 point, attackmen, midfielders, defensemen, goalie,goal area, center circle, sideline, backline, out-of-bounds, in-bounds, man on, clear, coast to coast, attack, body check, slap check, cross, outlet pass, foul, high sticking, slashing, penalty shot, power play, rebound, screen, save, hat trick, icing, one-timer, shot, deflection, steal, fast break, feed, breakaway, assist, cut, ready position, fake, target, goal, stick (crosse), puck/ball, net, open net, switch, percentage, attack, game, and penetration.  |
| **Activity** | **Description/Process** | **Time** |
| Warm-up | **Dynamic-Jog/sprint, line jumps, shuttle run, push-ups, sit-ups, squats, high knees, a-skip, power skip, bounding, speed rope.** | **5 minutes.** |
| Teacher Demonstration | **The teacher will demonstrate the following: First Day-Background history/rules (Power Point, Visual Aid, Study Guide)-Student Note-Take,****Grip, stance, footwork, cradling, scooping, passing, catching, and shooting.** | **10 minutes** |
| Practice Activities | **Students will work:independently, with a partner, in groups of 5 (6 teams) and participate in soccer games:**  **Individual (No goal)****Self Cradle (Stationary)****Self Cradle (Straight Line)****Self Cradle (Weave in and out of cones)****Self Scoop (Stationary)****Self Toss and Scoop (Moving in Space)****Self Underhand Toss and Catch (Stationary)****Self Underhand Toss and Catch (Moving in Space)****Self Pass and Catch (Against a Wall)** **Partner -Group of 2 (No Goal)****Cradle and Guard 1v1****Toss and Scoop****Passing and Catching (Stationary)****Passing and Catching (Moving in Space)** **Group (No Goal)****Cradle in and out-arouund peers (Whole Class)****Monkey in the Middle (Group of 3)****3 Man Weave (Group of 3)****Triangle Passing and Catching (Group of 3)****Shots on Goal** **Team (Goal)****Modified Games-6 teams of 5 players will rotate clockwise and play 6-5 minute games.****Last Day-Written Test, Skills Test, and Round Robin Tournament (Regulation Games).** | **60 minutes** |
| Cool-Down | **Static-Superman, standing hurdles, squatted butterflies, sit and reach, trunk lift.** | **5 minutes.** |
| Monitor and Feedback (Formative Assessments)  | **The teacher will walk around the peripheral area giving specific feedback (ex. making positive comments regarding good effort, attitude, teamwork, good communication skills, and fair play. Teacher Observation, Peer Observation, Skills Test (0-4 Rubric), and Written Test (10 T/F Questions).**  | **Throughout the lesson.** |
| Special Needs/Modifications | **Peer buddies, extended time, preferential spacing, colored equipment, smaller equipment, smaller groups, equal groups based on personalities/ethnicity/gender/ability, music-hip hop.** | **N/A** |
| Integration Elements: | **Literacy Skills:** **Reading and comprehension, interpreting textual information.****Math Skills:** **Counting, angles, geometry, measurement.****Lifetime Appreciation:** **Teamwork, sportsmanship, cooperation, improvement of fitness level, recreational activity, social interaction, family/church/local league participation.** **Health:**  |