

Course Prefix & Number: PE 220 F

CC Approved: 05/18/16

DCCC Approved: 10/14/16

Board Approved: 11/08/16

State Approved: 01/04/2017

Effective Term: Fall 2017

State Control #: CCC000578540

C-ID #:

FULLERTON COLLEGE COURSE OUTLINE

Division:	FC Physical Education
Department/Subject Area:	Physical Education
Course Prefix:	PE
Course Number:	220 F
Course Title:	Intercollegiate Lacrosse - Women
Units:	3
Lec Hours: Full Term Hrs/Wk.	0
Lab Hours: Full Term Hrs/Wk.	10
Assignment Preparation Hours:	0
Total Course Hours:	
Entry Skill Requisites:	

Perform basic Lacrosse techniques which include attacking, defense and breaks and transitions.

Prerequisite(s):

- None

Corequisite(s):

- None

Advisory(ies):

- **Validated on 10/20/2015**
Tryout

Repeatability

- Repeatable 3 semesters/5 qrtr

I. DESCRIPTIONS

A. CATALOG DESCRIPTION:

Advisory: Tryout. 175 hours lab per term. This course provides opportunities for competitive level lacrosse athletes. Students must meet the eligibility requirements set forth by the CCCAA. Course may be taken four times for credit. (CSU) (UC Credit Limitation) (Degree Credit) CSU GE

B. SCHEDULE DESCRIPTION:

This course provides the student athlete a chance to train and compete in intercollegiate lacrosse. Student athletes will need to pass the sports physical administered by a physician prior to competition. Student athletes need to meet the CCCAA requirements for athletic competition.

II. ENTRY LEVEL SKILLS AND KNOWLEDGE (To be completed if required by Prerequisite Policy)

Upon entering this course, the student needs to be able to:

- A. Perform basic Lacrosse techniques which include attacking, defense and breaks and transitions.

II. STUDENT LEARNING OUTCOMES:

1. **Outcome:** Perform offensive and defensive strategies during athletic competition.
2. **Outcome:** Create a game plan that considers the strengths and weaknesses of the opponent.

III. INSTRUCTIONAL OBJECTIVES (Use measurable objectives only)

Upon completion of this course, the student will be able to:

- A. Explain the history of women's lacrosse
- B. Discuss the concepts of lacrosse
- C. Analyze offensive and defensive systems of play related to intercollegiate competition
- D. Demonstrate movement and posture patterns used in the participation of lacrosse

IV. COURSE CONTENT AND SCOPE (instructional topics or units)

I. Beginning

- A. History of Lacrosse
- B. Equipment and terminology
- C. Safety considerations for the game of Lacrosse
- D. Player characteristics
 - 1. Athleticism
 - 2. Speed
 - 3. Field and Positioning Awareness
 - 4. Attacking and Defensive Concepts Awareness
 - 5. Willingness to Learn
- E. Stick Handling
 - 1. Maintain an Angle
 - 2. Top Hand
 - 3. Targeting
 - 4. Grip
- F. Basic Lacrosse techniques
 - 1. Attacking
 - 2. Defense
 - 3. Breaks and Transitions
- G. Conditioning
- H. Rules and Scoring

II. Intermediate

- A. Individual Skills
 - 1. Attacking Moves
 - a. Split Dodge

- b. Face Dodge or Stutter Step
 - c. Roll Dodge
 - d. Rocker Dodge
 - 2. Passing
 - 3. Defensive
 - a. Checking
 - b. Forcing
 - c. Sliding
 - 4. Agility and Speed
 - a. Ladder Drills
 - b. Hop Through
 - c. Lateral Step and Gather
 - d. Icky Shuffle
 - e. Crossover Step and Shuffle
 - B. Team Skills
 - 1. Attacking
 - a. Positioning
 - b. Ball Movement
 - c. Off-Ball Movement
 - d. Cutting
 - e. Communication
 - 2. Defense
 - a. Low-Pressure Defense
 - b. High-Pressure Defense
 - c. Defensive Communication
 - d. Transitions
 - C. Confidence
 - D. Sport Nutrition
 - E. Goalkeepers
 - 1. Equipment
 - 2. Posture and Footwork
 - 3. Angles
 - 4. Communication
 - 5. Mental Game
- III. Advanced
- A. Execution of Lacrosse Fundamentals
 - 1. Stick Skill
 - a. Partner Passing
 - b. Passing on the Move
 - c. Passing Variation

2. Protection Drills
 - a. Stationary Protection
 - b. Protection on the Move
 - c. Protection Variation
 - d. Protection in Double-Team
3. Shooting Drills
 - a. Shooting Shuttle
 - b. Four Corners
 - c. Three-Line Shooting
 - d. Cutting Off the Pick
4. Concept Drills
 - a. 1v1 Off the Pass
 - b. 2v2 Picking Plays
 - c. 3v2 From Restraining Line
 - d. 3v2 in Tight
 - e. 3v2 Breakingout Drill 4v3 Defensive Box
 - f. 4v4 Attacking
 - g. 4v4 Defending
5. Goalie Drills
 - a. Step Around the Crease
 - b. Ball Toss
 - c. Turn and Save
- B. Making Pregame Mental Preparation Routine
 1. Taking Responsibility for Your Preparation
 - a. Nutrition
 - b. Rest
 - c. Pregame warmup
 2. Relaxation, Imagery and Self-Talk
- C. Sport Nutrition
 1. Role of Nutrition in Lacrosse
 2. Nutrients and Dietary Recommendations
 3. Feeding Before, During and After Competition
- D. Complete Conditioning for Lacrosse
 1. Seasonal Program
 - a. Off-Season Program Development
 - i. Practical Considerations
 - ii. Training Time
 - iii. Training Type
 - iv. Training Equipment
 - v. Training Progression

- b. In-Season Program Development
 - i. Beginner
 - ii. Intermediate
 - iii. Advanced
 - E. Technology
 - 1. Videotaping to Provide Feedback
 - 2. Charting Opponent Tendencies
 - 3. Analyzing Statistical Information

II. INSTRUCTIONAL METHODOLOGIES (instructor initiated learning strategies):

- 1. Course type: scheduled lab hours
- 2. Demonstration
- 3. Individualized instruction
- 4. Individualized feedback on student work
- 5. Facilitates group activities
- 6. Show instructional videos
- 7. Individualized feedback during lab activities
- 8. Lecture
- 9. Discussion
- 10. Feedback/evaluation of skills practice

II. MULTIPLE METHODS OF EVALUATION (measurements of student achievement):

- 1. Class Participation
- 2. Class Work
- 3. Exams/Tests
- 4. Field Trips
- 5. Lab Activities
- 6. Simulation

III. LIST RECOMMENDED TEXTBOOKS:

Texts such as the following are appropriate:

1. Howley, Tom. Complete Conditioning for Lacrosse, 1st ed. Champaign: Human Kinetics, 2016 Recommended

II. LIST SUPPLEMENTAL TEXTBOOKS OR MATERIALS:

Supplemental Reading or materials such as the following are appropriate:

1. Hiller, Kelly (2010). *Winning Women's Lacrosse* (1st ed). Champaign: Human Kinetics.

III. ASSIGNMENTS:

1. WRITING ASSIGNMENTS AND/OR PROFICIENCY DEMONSTRATION (skill-based courses)
 - A. Proficiency demonstration of activity skills is required.
2. ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING (Use Critical Thinking verbs (bold) from Cognitive Domain List)
 - A. Choose an appropriate solution for a particular activity
3. FIELD TRIPS if applicable, otherwise leave blank. If field trips, indicate:
 - 1) Required or optional; 2) During or outside of class time
 - A. Participation in club and intercollegiate contests

IV. GENERAL EDUCATION:

CSU General Education Requirements

CSU General Education Requirements	Area E: Lifelong Understanding and Self-Development
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UC/CSU Transfer Course

UC/CSU Transfer Course	Yes
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