

Lesson Plan Objectives

For

Basketball, Fitness and Soccer Skillastics™

(Basketball – BB, Fitness – FS, Soccer – SS)

Connecting with Physical Education Model Content Standards for California Public Schools

Grade Levels: Seventh Grade

<p align="center"><u>Standard 1</u> <i>Demonstrate motor skills and movement patterns needed to perform a variety of Physical Activities</i></p>	<p align="center"><u>Standard 2</u> <i>Demonstrate knowledge of movement concepts principles and strategies as they apply to learning and performance of physical activities</i></p>	<p align="center"><u>Standard 3</u> <i>Assess and maintain a level of physical fitness to improve health and performance</i></p>	<p align="center"><u>Standard 4</u> <i>Demonstrate knowledge of physical fitness concepts, principals and strategies to improve health and performance</i></p>	<p align="center"><u>Standard 5</u> <i>Demonstrate and utilize knowledge of psychological and sociological concept principals and strategies as applied to learning and performance of physical activity</i></p>
<p><u>Manipulative Skills</u> – 1.1 – The student will demonstrate mature techniques in dribbling (BS, SS), and trapping (SS)</p> <p><u>Rhythmic Skills</u> – 1.2 – The student will increase stamina and strength from participating in this program that will help perform multicultural dances successfully when taught</p> <p><u>Combination of Movement Patterns and Skills</u> – 1.3 – The student will learn in this program how to combine manipulative, locomotor and non-locomotor skills into movement patterns (BS, SS) 1.4 - The student will demonstrate body management and object-manipulation (basketball and soccer ball), that will help</p>	<p><u>Manipulative Skills</u> – 2.1 – The student will learn from the instructor after engaging in this program the ability to describe key elements in kicking (SS), trapping (SS), and dribbling (BS, SS)</p> <p><u>Movement Concepts</u> – 2.2 – The student will have the opportunity to analyze possible solutions to a movement pattern while participating in this program (FS, BS, SS) 2.3 – The student will use principals of motor learning to establish, monitor and meet goals for motor skill development while engaging in this program (FS) 2.4 – The student will learn from the instructor after participating in this program (BS), the ability to explain and demonstrate rebound principles for performing manipulative skills 2.5 – The student will learn how</p>	<p>3.1 – The student will be able to assess one’s own muscle strength, muscle endurance, aerobic capacity, flexibility and body composition based upon the three levels of repetitions in this program (FS) 3.2 – The student will learn from the instructor after participating in this program how to evaluate individual measures of physical fitness based on the levels of repetition and how this involvement increases activity (FS, SS) 3.3 – The student will develop goals for all five fitness components after engaging in this program (FS) 3.4 – The student will have enjoyment participating in this program, which includes 26 fitness activities (FS), and manipulative skills (BS, SS). The student will be able to build upon these activities and help develop their own personal</p>	<p>4.1 – The student will learn six stretching activities (FS), while engaging in this program that the instructor can use as an example to teach cool-down techniques. The student will also learn from the instructor that this program is also an effective warm-up instant activity built around the five fitness components 4.3 – The student will be able to identify the 26 activities in this program and match his/her personal preferences in physical activity with each of the five fitness components (FS, BS, SS) 4.4 – The student will experience the effects of physical activity on the heart rate during this program and will learn from the instructor about the recovery phase (FS, BS, SS) 4.5 – The student will learn from the instructor that participating in physical activity like this program help develop healthy habits, like eating the proper</p>	<p><u>Self-Responsibility</u> – 5.1 – The student will learn after participating, the appropriate and inappropriate risks that are associated with this program and will begin to apply these behaviors to other activities such as adventure, individual and dual physical activities (FS, BS, SS) 5.2 – The student will accept responsibility for individual improvement by contributing to the team and participating in the different levels of repetitions (FS, SS)</p> <p><u>Social Interaction</u> – 5.3 – The student will be a part of a group which will be divided up into teams, which gives the opportunity to cooperate with teammates, no matter what their fitness level, to achieve a common goal (FS, BB, SS)</p> <p><u>Group Dynamics</u> – 5.4 – The student will be a part of</p>

<p>increase successful participation in individual and dual activities (BS, SS)</p> <p>1.5 – The student will learn while participating in this program, a multiple of locomotor skills needed to help develop successful participation in track and field (FS)</p> <p>1.6 – The student will participate in activities that will help develop muscles so he/she will be able to successfully participate in introductory adventure/outdoor activities (FS)</p>	<p>to practice skills in smaller parts while engaging in this program, which will lead to the ability to compare and contrast the effectiveness of practicing skills like this or as a whole (BS, SS)</p> <p>2.6 – The student will learn from the instructor after participating in this program the ability to diagram and demonstrate basic offensive and defensive strategies for individual and dual physical activities (BS, SS)</p>	<p>physical fitness plan</p> <p>3.5 – The student will have the option to engage in the program on the recommendation of the instructor additional times during the week to get him/her moving at moderate to vigorous levels of activity (FS)</p> <p>3.6 – The student will progress toward personal fitness goals by increasing the three different levels of repetitions (FS, SS). The instructor will assess the student based upon this progress</p>	<p>foods and that eating the proper foods increases the ability and effectiveness to be physically active for longer amounts of time (FS, BS, SS)</p> <p>4.6 – The student will learn the principals of overload by participating in the three increasing levels of repetitions in this program (FS, SS)</p> <p>4.7 – The student will measure and evaluate changes in health-related physical fitness based on the progressive levels associated with this program (FS, SS)</p>	<p>a team while engaging in this program which allows opportunity to express encouragement to others as they work toward achieving a common goal (BS, FS, SS)</p> <p>5.5 – The student has the opportunity to be a leader while engaging in this program. Each member of a team takes turns explaining the activity the team has to accomplish before advancing (FS, BB, SS)</p>
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