

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: Eighth 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>Rhythmic Skills –</u> 1.1 – The student will learn while engaging in this program, a multitude of non-locomotor and locomotor activities that help develop coordination to accomplish patterns set to music (FS) 1.2 – The student will learn while engaging in this program, a multitude of non-locomotor and locomotor activities that help develop coordination to perform a square dance</p> <p><u>Combinations of Movement Patterns and Skills –</u> 1.3 – The student will learn basic offensive and defensive skills and strategies in team physical activities while engaging in this program (BS, FS) 1.4 – The student will apply locomotor, non-locomotor and manipulative skills after engaging in the 26 activities</p>	<p><u>Movement Concepts –</u> 2.1 – The student will describe and demonstrate how movement skills in the Fitness program (FS), can be transferred and used to help learn other physical activities (BB,SS). 2.2 – The student will be able to explain the rotation principles used in performing basketball and soccer skills (BS, SS) 2.3 – The student will become aware after engaging in this program how growth in height and weight affects performance and influences the selection of developmentally appropriate physical activities (FS, BS, SS)</p> <p><u>Combinations of Movement Patterns and Skills –</u> 2.4 – The student will identify characteristics of a highly skilled performance for the purpose of improving one’s own performance by viewing other teams while engaging in this</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 4.2 – The student will be able to identify the 26 activities in this program that will allow for a foundation of which to develop a fitness plan if inclement weather disrupts normal activity (FS, BS, SS) 4.3 – The student will experience the three different levels of repetitions while engaging in this program which will create an understanding of increasing physical activity intensity on a daily basis(FS, BS, SS) 4.4 – The student will learn from the instructor that participating in physical activity like this</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) 5.3 – The student will identify and evaluate three preferences for lifelong physical activity after engaging in this program. This program will be viewed as enjoyable, planting that positive see to pursue life long fitness</p> <p><u>Social Interaction –</u> 5.4 – The student will be a part of a group which will be divided up into teams, which gives the</p>

<p>involved in this program to team physical activities (BS, SS) 1.5 – The student will learn four fundamental gymnastic skills while participating in this program (FS) 1.6 – The student will learn while engaging in this program a multitude of non-locomotor, locomotor, and the elements of speed and levels that can be applied to create and perform a routine using these as well as additional fundamental skills (FS)</p>	<p>program (FS, BS, SS) 2.5 – The student will learn the basics of basketball and soccer while engaging in this program, which will allow the instructor to build upon this foundation and help the student diagram, explain, and justify offensive and defensive strategies in these particular sports (BS, SS) 2.6 – The student will learn the basics of basketball and soccer while engaging in this program, which will allow the student to develop and teach a team game that uses elements of spin or rebound, designated offensive and defensive space, a penalty system, and a scoring system (BS, SS)</p>	<p>physical fitness plan 3.5 – 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 3.6 – The student will learn after engaging in this program that sometimes conditions are not perfect to participate in physical activity and understand the safety issues that are involved (FS, BS, SS)</p>	<p>program help develop muscles and increases the interest and ability to develop a weight resistance training program (FS) 4.5 – The student will learn from the instructor that participating in physical activity like this program help develop healthy habit, like eating the proper foods and that eating the proper foods increases the ability and effectiveness to be physically active for longer amounts of time (FS, BB, SS) 4.6 – The student will understand and explain the different types of conditioning for different physical activities by participating in these three programs (FS, BS, SS)</p>	<p>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> – 5.5 – The student will be a part of 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) 5.6 – 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) 5.7 – 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, and model support toward individuals of all ability levels to achieve a common goal (FS, BB, SS)</p>
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