

Lesson Plan Objectives

for



Connecting with Physical Education Model Content Standards for California Public Schools

Grade Level - Kindergarten

<u>Standard 1</u> <i>Demonstrate motor skills and movement patterns needed to perform a variety of Physical Activities</i>	<u>Standard 2</u> <i>Demonstrate knowledge of movement concepts principles and strategies as they apply to learning and performance of physical activities</i>	<u>Standard 3</u> <i>Assess and maintain a level of physical fitness to improve health and performance</i>	<u>Standard 4</u> <i>Demonstrate knowledge of physical fitness concepts, principals and strategies to improve health and performance</i>	<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><u>Movement Concepts</u> –</p> <p>1.1 – The student is aware of personal space by traveling different ways in a large group</p> <p>1.2 – The student will find a self space on their own in a large boundary area</p> <p>1.3 – The student will stop and start traveling in response to a signal showing the ability to travel and stop in self-space</p> <p>1.4 – The student will move a variety of ways in different directions</p> <p><u>Body Management</u> –</p> <p>1.5 – The student will move using a variety of body shapes in a non-locomotor fashion</p> <p>1.6 – The student will balance while bearing weight on a variety of body parts</p> <p>1.7– The student will move the body up, down, forward, backward, right, left and through</p>	<p><u>Movement Concepts</u> –</p> <p>2.1 – The student will be able to explain the difference between the said movements</p> <p>2.2 – The student will be able to explain clear contrasts between personal space, general space and boundaries</p> <p><u>Body Management</u> –</p> <p>2.3 – The student will be able to identify and describe body parts that are used in the program – arms, elbows, feet, fingers, hand, head, knee, leg, toe</p> <p>2.4 – The student will learn balance and base of support</p> <p><u>Locomotor Movement</u> –</p> <p>2.5 – The student will be able to demonstrate and identify the said locomotor skills</p>	<p><u>Fitness Concepts</u> –</p> <p>3.1 – The student will describe and select physical activities that provide opportunities for enjoyment and challenge. The student will identify the program as enjoyable</p> <p><u>Aerobic Capacity</u> –</p> <p>3.2 – The student will increase breathing and heart rate by participating in this program</p> <p><u>Muscular Strength/Endurance</u></p> <p>3.3 – The student will participate in activities that will help develop muscles so he/she will be able to hang from on overhead bar</p> <p>3.4 – The student will participate in activities that will help develop muscles so he/she will be able to climb a ladder, jungle gym or apparatus</p> <p><u>Flexibility</u> –</p> <p>3.5 – The student will increase</p>	<p><u>Fitness Concepts</u> –</p> <p>4.1 – The student will describe and select physical activities that provide opportunities for enjoyment and challenge. The student will identify the program as enjoyable</p> <p>4.2 – the student will know and apply safety practices associated with physical activity such as drinking plenty of water</p> <p>4.3 – The student will learn from the instructor that participating in a physical activity like this program helps develop healthy habits including eating properly</p> <p><u>Aerobic Capacity</u> –</p> <p>4.4 – The student will learn from the instructor that participating in moderate to vigorous physical activity during this program causes increased heart rate. This creates a learning opportunity to explain the heart is in your chest and that it is the size of your fist</p> <p>4.5 – The student will learn from</p>	<p><u>Self-Responsibility</u> –</p> <p>5.1 – The student will identify after participating in this program the feelings created by engaging in physical activity</p> <p>5.2 – The student will learn that engaging in physical activity is fun, which leads to a more wiliness to participate</p> <p><u>Social Intention</u> –</p> <p>5.3 – The student will learn the sharing characteristic of taking turns and patience</p> <p>5.4 – The student will learn that by participating in this program that it’s fun to play with lots of friends, when taking turns we all have fun and being physically active makes us happy</p> <p><u>Group Dynamics</u> –</p> <p>5.5 – The student will learn to participate as a leader and follower during this program</p>

<p><u>Locomotor Movement</u> – 1.8 – The student will perform a constant roll 1.9 - The student will move on straight and zig zag pathways 1.10 The student will practice side to side jumping over a line on the ground</p> <p><u>Manipulative Skills</u> – 1.15 – The student will perform an activity called piano keys that introduces the ball bouncing motion</p> <p><u>Rhythmic Skills</u> – 1.16 – The student will perform locomotor and non-locomotor movements to the rhythm of each activity included in the program</p>		<p>flexibility in said body parts. The program contains five different activities that increase flexibility</p> <p><u>Body Composition</u> – 3.6 – The student will move quickly with continuous movement, varying in increments of time in this program</p> <p><u>Assessment</u> – 3.7 The student will identify reasons why being physically fit means your heart, bones and muscles are strong and healthy</p>	<p>the instructor that participating in this program causes increased heart rate 4.6 – The student will learn from the instructor that participating in this program creates a learning opportunity for the instructor to explain the location of the lungs and the collection of oxygen</p> <p><u>Muscular Strength/Endurance</u> 4.7 – The student will learn from the instructor that participating in physical activities like this program will help muscles grow big and strong 4.8 – The student will learn from the instructor that participating in this program creates a learning opportunity to describe the role of muscles in moving the bones</p> <p><u>Flexibility</u> – 4.9 – The student will be able to identify the body part involved when stretching and also learn that stretching your muscles helps keep them from getting hurt and makes them feel good</p> <p><u>Body Composition</u> – 4.10 – The student will learn from the instructor that participating in this program creates a learning opportunity, explaining that the body is composed of bones, organs, fats and other tissues</p>	
--	--	---	---	--

Lesson Plan Objectives

for



Connecting with Physical Education Model Content Standards for California Public Schools

Grade Level – First Grade

<u>Standard 1</u> <i>Demonstrate motor skills and movement patterns needed to perform a variety of Physical Activities</i>	<u>Standard 2</u> <i>Demonstrate knowledge of movement concepts principles and strategies as they apply to learning and performance of physical activities</i>	<u>Standard 3</u> <i>Assess and maintain a level of physical fitness to improve health and performance</i>	<u>Standard 4</u> <i>Demonstrate knowledge of physical fitness concepts, principals and strategies to improve health and performance</i>	<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><u>Movement Concepts</u> –</p> <p>1.1 – The student will maneuver in personal and general space while engaging in this program. Boundary areas are defined</p> <p>1.2 – The student will travel in front of and behind partners using locomotor skills</p> <p>1.3 – The student will learn locomotor skills in said pathways by signal of an instructor</p> <p>1.4 – The student will learn from the instructor signals whether to change tempos or speeds of the physical activities in the program</p> <p>1.5 – The student will learn from the instructor signals whether to change the said modalities of the physical activities in the program</p> <p><u>Body Management</u> –</p> <p>1.6 – The student will learn eight fitness activities that use symmetrical and asymmetrical shapes for balance along with other strength components</p>	<p><u>Movement Concepts</u> –</p> <p>2.1 – The student will learn four fitness activities that involve identifying right and left sides of the body. Repeated play of the program helps the student identify the said movement positions and body sides</p> <p>2.2 – The student will become aware of personal space and set boundaries that participating in this program creates</p> <p><u>Body Management</u> –</p> <p>2.3 – The student will learn to identify the body’s base of support by engaging in this program</p> <p><u>Locomotor Movement</u> –</p> <p>2.4 – The student will learn by engaging in this program fitness activities that involve hopping and jumping which will lead to understanding the differences between these two actions</p>	<p><u>Fitness Concepts</u> –</p> <p>3.1 – The student will learn when engaging in this program a fun way to participate in fitness activities at his/her own ability level</p> <p><u>Aerobic Capacity</u> –</p> <p>3.2 – The student will feel by engaging in this program an increase in breathing and heart rate</p> <p><u>Muscular Strength/Endurance</u></p> <p>3.3 – The student will learn eight fitness activities in this program that develop the said positions at increasing repetition levels.</p> <p>3.4 – The student will learn when engaging in this program specific fitness activities that develop the lying to the sitting position, as well as two fitness activities that work on a squat to a standing position</p> <p>3.5 – The student will progress in</p>	<p><u>Fitness Concepts</u> –</p> <p>4.1 – The student will enjoy the program because it challenges him/her endurance using fitness activities that have three different levels of repetition</p> <p>4.2 – The student will know and apply safety practices associated with physical activity such as drinking plenty of water</p> <p>4.3 – The student will learn from the instructor that participating in physical activities like this program helps develop healthy habits including eating nutritious food that provides energy for being alert and mental concentration</p> <p><u>Aerobic Capacity</u> –</p> <p>4.4 – The student will learn from the instructor after participating in this program that the heart is the most important muscle in the body and is approximately the size of a fist</p>	<p><u>Self-Responsibility</u> –</p> <p>5.1 – The student will want to participate in new activities because this program is fun and the student will succeed in doing fitness activities</p> <p>5.2 – The student will practice acceptable responses to challenge, successes and failures during this program. The student will also receive responses from their peers</p> <p><u>Social Interaction</u> –</p> <p>5.3 – The student will learn the sharing characteristic of turn taking and the cooperation characteristic of being aware of another need for personal space and the interpersonal skill of learning in a group setting</p> <p>5.4 – The student will learn taking turns with other children while engaging in this program. The student will also learn repeated participation in the</p>

<p>1.8 – The student will learn six fitness activities that land on two feet</p> <p><u>Rhythmic Skills</u> –</p> <p>1.22 – The students will learn movement and rhythm to music that the instructor plays while he/she are engaging in all physical activities in the program</p>		<p>strength while engaging in this program</p> <p><u>Flexibility</u> –</p> <p>3.6 – The student will learn by engaging in this program stretching activities that develop the said body parts in the proper technique</p> <p><u>Body Composition</u> –</p> <p>3.7 – The student will move quickly with continuous movement while engaging in this program. This program includes three different repetition levels for each fitness activity</p> <p><u>Assessment</u> –</p> <p>3.8 – The student will learn from the instructor that by participating in this program he/she will learn to identify and use two indicators of increased capacity for vigorous physical activity to measure a change in activity levels</p>	<p>4.5 – The student will learn from the instructor that after participating in this program your heart gets stronger</p> <p>4.6 – The student will learn to identify other physical activities like this program that cause the heart to beat faster</p> <p>4.7 – The student will learn from the instructor that participating in physical activities like this program helps your heart pump blood to muscles and throughout the body</p> <p><u>Muscular Strength/Endurance</u></p> <p>4.8 – The student will learn how your muscles become strong and healthy by playing, moving, exercising and being active in this program</p> <p>4.9 – The student will learn after prolonged periods of playing this program, endurance increases and muscles get stronger</p> <p><u>Flexibility</u> –</p> <p>4.10 – The student will learn in this program fitness activities that develop stretching and strengthening, that will lead to the instructors explanation on proper body position and injury prevention</p> <p>4.11 – The student will learn in this program six fitness activities that work on flexibility and can lead to instruction on the importance of range of motion in movement activities</p> <p><u>Body Composition</u> –</p> <p>4.12 – The student will learn from the programs manual the proper and common names of the muscles used in the activities</p>	<p>program practices the ability to be aware that all playing need/want a turn also</p> <p><u>Group Dynamics</u> –</p> <p>5.5 – The student will learn two partner activities in this program that highlight the importance of an effective partner in physical activity</p> <p>5.6 – The student will learn while engaging in this program how to work together with teammates to locate the correct fitness activity that located on the programs fitness mat</p>
--	--	---	---	--

Lesson Plan Objectives

for



Connecting with Physical Education Model Content Standards for California Public Schools

Grade Level – Second Grade

<u>Standard 1</u> <i>Demonstrate motor skills and movement patterns needed to perform a variety of Physical Activities</i>	<u>Standard 2</u> <i>Demonstrate knowledge of movement concepts principles and strategies as they apply to learning and performance of physical activities</i>	<u>Standard 3</u> <i>Assess and maintain a level of physical fitness to improve health and performance</i>	<u>Standard 4</u> <i>Demonstrate knowledge of physical fitness concepts, principals and strategies to improve health and performance</i>	<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><u>Movement Concepts</u> – 1.1 – The student will move back and forth in open space while traveling fast from the team’s mini mat to the large game mat within said boundaries</p> <p><u>Body Management</u> – 1.2 – The student will learn five fitness activities that approximate the said movement and will help develop the strength needed to perform the movement 1.3 – The student will learn seven fitness activities that require a base of balance other than having two feet on the ground. These activities will help develop the strength needed for students to demonstrate the said balance actions</p> <p><u>Locomotor Movement</u> – 1.5 – The student will learn four activities that have the student jump up and land on two feet.</p>	<p><u>Movement Concepts</u> – 2.1 – The student will learn after engaging in the program the concept of open space. The program is played in “open space”, thus giving the student a visual to help them define the concept</p> <p><u>Body Management</u> – 2.3 – The student will learn two fitness activities that use a wide base of support for balance to perform the action. Practicing with these activities will help the student understand the importance of a wide base of support for balance 2.4 – The student will learn to use both dominant and non-dominant hand or foot while engaging in this program</p>	<p><u>Fitness Concepts</u> – 3.1 – The student is challenged by the increase in repetitions of the fitness activities as their endurance increases in the program. The student will find the program fun to play</p> <p><u>Aerobic Capacity</u> – 3.2 – The student will engage in constant movement that will increase breathing and heart rate in this program</p> <p><u>Muscular Strength/Endurance</u> 3.3 – The student will learn eight different fitness activities which address each of the said actions listed above and will enhance endurance and increase muscle efficiency</p> <p><u>Flexibility</u> – 3.5 – The student will learn stretching activities that cover five of the said six areas, which</p>	<p><u>Fitness Concepts</u> – 4.1 – The student will learn from the instructor after engaging in this program that food is a source of energy for your body 4.2 – The student will participate in moderate to vigorous physical activity which can lead to the ability for the instructor to explain how regular movement can lead to good health 4.3 – The student will have a positive fitness experience engaging in this program, therefore it may encourage the student to participate in other fitness activities outside of school 4.4 – The student will learn from the instructor that participating in physical activities like this program, body temperature and blood volume are maintained during physical activity when an adequate amount of water is consumed</p>	<p><u>Self-Responsibility</u> – 5.1 – The student will participate on one of six teams during this program, where the student’s play amongst each other within their own team 5.2 – The student will be responsible for his/her own behavior in the group while engaging in this program</p> <p><u>Social Interaction</u> – 5.3 – The student will acknowledge one’s opponent or teammates before, during and after this program and give positive feedback on their performance 5.4 – The student will use verbal and non-verbal communication with his/her teammates while engaging in this program 5.5 – The student will learn respect for self, others and equipment while participating in this program</p>

<p>These activities will help strengthen the muscles needed to eventually perform a distance jump</p> <p>1.6 – The student will learn skipping</p> <p><u>Rhythmic Skills</u> –</p> <p>1.17 – The student will learn to pace their fitness activity repetitions to the preferential music the instructor chooses for this program-</p>		<p>will give the student practice to demonstrate proper stretching form</p> <p><u>Body Composition</u> –</p> <p>3.6 – The student will learn three levels of repetition – beginning, intermediate and advanced. The instructor can choose to increase the length of play time as the student endurance increases over time. All students are moving, which will have all participating in moderate to vigorous physical activity</p> <p><u>Assessment</u> –</p> <p>3.7 – The student will learn to engage in this program independently, allowing observation time for the instructor to observe and collect fitness data on each student</p>	<p>4.5 – The student will learn from the instructor that participating in physical activities like this help develop healthy habits. For example eating good food each day like milk and dairy foods, bread and cereal, fruits and vegetables and meat and fish. These nutritional choices help maintain fuel use during physical activity</p> <p><u>Aerobic Capacity</u> –</p> <p>4.6 – The student will learn from the instructor that participating in physical activities like this program your heart beats fast and your heart beats slowly when you sit, sleep and rest</p> <p>4.7 – The student will learn from the instructor that participating in physical activities like this program your heart and lungs work together to move oxygen and blood throughout the body</p> <p>4.8 – The student will learn from the instructor that participating in physical activities like this program will raise the student’s heart rate. The student will be able to feel the changes in heart rate in their body</p> <p><u>Muscular Strength/Endurance</u></p> <p>4.9 – The student will engage in these two fitness components which will lead to the ability to describe how they enhance motor skill performance</p> <p>4.10 – The student will study the programs instructional manual that contains two different reproducible muscle mating games for teams to work together on during the program</p> <p>4.11 – The student will identify</p>	<p>5.6 – The student will learn group dynamics that will give him/her ample opportunities to practice and develop good sportsmanship</p> <p><u>Group Dynamics</u> –</p> <p>5.7 – The student will learn cooperation. Each team participating in this program needs to take turns within the group. They need to attend to the game mat together to participate in the correct activity. The program is fun and encourages positive participation</p>
--	--	---	--	---

			<p>after engaging in this program what physical activities would be accomplished more efficiently with stronger muscles</p> <p>4.12 The student will explain after engaging in this program the role that weight-bearing activities play in bone strength</p> <p><u>Flexibility</u> –</p> <p>4.13 – The student will engage in six stretching activities during this program, which will lead to the ability to identify the stretched muscles</p> <p>4.14 – The student will learn from the instructor after engaging in this program the difference between warm versus cold muscles</p> <p><u>Body Composition</u> –</p> <p>4.15 – The student will learn from the instructor after engaging in this program the differences in density and weight between bones, muscles, organs and fat</p>	
--	--	--	--	--

Lesson Plan Objectives

for



Connecting with Physical Education Model Content Standards for California Public Schools

Grade Level – Third Grade

<u>Standard 1</u> <i>Demonstrate motor skills and movement patterns needed to perform a variety of Physical Activities</i>	<u>Standard 2</u> <i>Demonstrate knowledge of movement concepts principles and strategies as they apply to learning and performance of physical activities</i>	<u>Standard 3</u> <i>Assess and maintain a level of physical fitness to improve health and performance</i>	<u>Standard 4</u> <i>Demonstrate knowledge of physical fitness concepts, principals and strategies to improve health and performance</i>	<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><u>Movement Concepts</u> – 1.1 – The student will experience an environment in this program that is constantly changing as teams move around the game mat. There are four activities that have student’s moving away from each other</p> <p><u>Body Management</u> – 1.2 – the student will learn four activities that require the said action to be performed from a tripod position. These activities help develop strength needed to perform a tripod body balance 1.3</p> <p><u>Locomotor Movement</u> – 1.6 – The student will learn seven activities that perform some variety of jumping or hopping. These activities will help strengthen the muscles needed to jump rope continuously</p>	<p><u>Movement Concepts</u> – 2.1 – The students will learn four activities that have actions that will have him/her changing direction and changing speed to move away from other teammates to allow for personal space</p>	<p><u>Fitness Concepts</u> – 3.1 – The student will engage in six activities that work on stretching which is an appropriate way to cool down 3.2 – The student will learn from the instructor after participating in this program the correct way to lift and carry objects</p> <p><u>Aerobic Capacity</u> – 3.3 – The student will move continuously with moderate to vigorous physical activity. The student will increase breathing and heart rate, as well as increase endurance, which will increase the time engaging in this program. All large muscle groups are used during this program</p> <p><u>Muscular Strength/Endurance</u> 3.4 – The student will learn four activities engaging in this program that will build strength</p>	<p><u>Fitness Concepts</u> – 4.1 – The student will learn from the instructor after engaging in this program about how his/her body feels. They will be able to identify the body’s reaction to physical activity 4.2 – The student will list and define the components of physical fitness after participating in this program 4.3 – The student will learn after participating in this program the purpose of warming up before physical activity and cooling down after physical activity 4.4 – The student will experience the ability to increase work load as the repetition level increases 4.5 – The student will learn after participating in this program healthy habits like the need to drink plenty of fluids which is linked to energy expenditure 4.6 – The student will learn from the instructor after engaging in</p>	<p><u>Self-Responsibility</u> – 5.1 – The student will be motivated after participating in this program to improve a motor skill outside of school 5.2 – The student will learn from the instructor after participating in this program how to collect and record data toward the progression and mastery of a motor skill 5.3 – The student will learn and apply safety practices associated with physical activity</p> <p><u>Social Interaction</u> – 5.4 – The student will learn proper teamwork procedures while engaging in this program 5.5 – The student will learn peer encouragement within the team they are assigned. There will be different individual physical ability levels within each team. This will provide opportunities to practice encouragement, respect</p>

<p><u>Manipulative Skills:</u> 1.6 – The student will learn one footed balance activity. This balance action will help develop the body control necessary to perform other balance skills</p>		<p>needed to perform the said exercises 3.5 The student will learn six physical activities while engaging in this program that develop arm strength that will build strength needed to perform the said activities</p> <p><u>Flexibility –</u> 3.6 – The student will learn six stretching activities for the said areas of the body. Beginning, intermediate and advanced time lengths are an option for each stretching action</p> <p><u>Body Composition –</u> 3.7 – The student will move continuously, performing moderate to vigorous physical activity. The instructor can lengthen the period of time played as the student’s endurance level increases</p> <p><u>Assessment –</u> 3.8 – The student will work independently of the instructor once the program is taught. The instructor is then free to observe and record individual fitness improvement or he/she can record their own data</p>	<p>this program the need for oxygen and fuel to be available during ongoing muscle contraction so that heat and waste products are removed</p> <p><u>Aerobic Capacity –</u> 4.7 – The student will learn from the instructor after engaging in this program the relationship between the heart, lungs, muscles, blood, and oxygen during physical activity 4.8 – The student will feel the difference in his/her heart rate before, during and after engaging in this program. The student will engage in moderate to vigorous levels of physical activity which will give he/she a noticeable change in heart rate making the feeling easier to describe</p> <p><u>Muscular Strength/Endurance</u> 4.9 – The student will learn to identify which muscles are used while performing muscular endurance activities 4.10 The student will participate in two reproducible activities in the instruction manual that the teams can work together to identify the muscles that are being used while participating in the different fitness skills 4.11 – The student will name and locate the major muscles of the body by examining the instruction manual to this program 4.12 – The student will learn from the instructor after engaging in this program the proper way to relieve a muscle cramp 4.13 – The student will learn from the instructor after engaging</p>	<p>and praise for the teammate’s different skill levels.</p> <p><u>Group Dynamics –</u> 5.6 – The student will learn to work with teammates on agreed-upon goals</p>
---	--	--	--	--

			<p>in this program the proper way to lift objects, therefore avoiding back injuries</p> <p><u>Flexibility</u> – 4.14 – The student will identify flexibility exercises that are not safe for the joints and should be avoided after engaging in this program 4.15 – The student will learn from the instructor after engaging in this program why a particular stretch is appropriate preparation for a particular physical activity</p> <p><u>Body Composition</u> – 4.16 – The student will learn from the instructor after engaging in this program the body’s ability to consume calories and burn fat during periods of inactivity and during long periods of moderate physical activity</p>	
--	--	--	---	--

Lesson Plan Objectives

for



Connecting with Physical Education Model Content Standards for California Public Schools

Grade Level – Fourth Grade

<p style="text-align: center;"><u>Standard 1</u> <i>Demonstrate motor skills and movement patterns needed to perform a variety of Physical Activities</i></p>	<p style="text-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 style="text-align: center;"><u>Standard 3</u> <i>Assess and maintain a level of physical fitness to improve health and performance</i></p>	<p style="text-align: center;"><u>Standard 4</u> <i>Demonstrate knowledge of physical fitness concepts, principals and strategies to improve health and performance</i></p>	<p style="text-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>Movement Concepts</u> – 1.1 – The student will engage in a balance activity that will help strengthen and coordinate the body. Practicing balance in this program will prepare him/her for future activities that work on balance skills 1.2 – The student will learn four activities that require awareness of directional changes to maintain space between players 1.3 – The student will learn activities that require increasing spacing between two players</p> <p><u>Locomotor Movement</u> – 1.5 – The student will learn one activity that emulates the movement of a self-turned rope</p> <p><u>Rhythmic Skills</u> – 1.22 – The student will learn numerous even and uneven locomotor patterns by participating in this program</p>		<p><u>Fitness Concepts</u> – 3.1 – The student will engage in six stretching activities that are appropriate for teaching cool-down techniques</p> <p><u>Aerobic Capacity</u> – 3.3 – The student has the option of increasing endurance by raising the amount repetitions included in this program</p> <p><u>Muscular Strength/Endurance</u> 3.4 – The student will learn three of the activities participating in this program. The program has physical activities that will help develop the strength needed to perform all the said activities 3.5 – The student will develop strength from engaging in this program that will lead to the ability to complete the said activity</p> <p><u>Flexibility</u> –</p>	<p><u>Fitness Concepts</u> – 4.1 – The student will learn and identify the correct body alignment for two lower body stretching activities in this program 4.2 – The student will learn from the instructor after participating in this program the principles of physical fitness: frequency, intensity, time and type 4.3 – The student will learn how to set and reach short-term goals by engaging in this program 4.4 – The student will learn from the instructor after engaging in this program the importance of eating healthy foods like milk and dairy foods, bread and cereal, fruits and vegetables and meat and fish 4.5 – The student will learn from the instructor after participating in this program why the body needs water before, during and after physical activity</p>	<p><u>Self-Responsibility</u> – 5.1 – The student will be motivated to begin his/her own fitness goals outside of school after engaging in this program 5.2 – The student will learn from the instructor after engaging in this program how to collect data and record progress toward attainment of a personal fitness goal 5.3 – The student will engage in the program at his/her own individual ability level, giving them the opportunity to practice accepting responsibility for their own performance without blaming others 5.4 – The student will learn the characteristics of winning and losing with dignity and respect if the instructor chooses to engage in this program competitively</p> <p><u>Group Dynamics</u> – 5.5 – The student will practice in</p>

		<p>3.6 – The student will learn six of the nine said basic stretching activities</p> <p><u>Body Composition</u> –</p> <p>3.7 – The student moves continuously with moderate to vigorous physical activity. The student can play for longer periods of time as his/her endurance increases during this program</p> <p><u>Assessment</u> –</p> <p>3.8 – The student will learn that this program highlights all five fitness components – aerobic endurance, muscle strength, muscle endurance, flexibility and body composition</p> <p>3.9 – The student will engage in this program that helps meet the minimum requirements for health-related physical fitness, using scientifically based health-related physical fitness assessments</p>	<p>4.6 – The student will learn from the instructor after engaging in this program why the body uses a higher percentage of carbohydrates for fuel during high-intensity physical activity and a higher percentage of fat for fuel during low-intensity physical activity</p> <p>4.7 – The student will learn six stretching activities. The student can use the stretches as cool-down activities after other physical fitness lessons, which will lead to the ability to explain the purpose of the cool-down period</p> <p><u>Aerobic Capacity</u> –</p> <p>4.8 – The student will calculate his/her personal heart rate after completing the repetitions for one or more aerobic physical activities in the program</p> <p>4.9 – The student will learn from the instructor after engaging in this program why a strong heart is able to return quickly to its resting rate after exertion</p> <p>4.10 – The student will identify two characteristics of physical activity that build aerobic capacity after engaging in this program</p> <p>4.11 – The student will determine the intensity of personal physical activity by using the concept of perceived exertion after prolonged participation in this program</p> <p><u>Muscular Strength/Endurance</u></p> <p>4.12 – The student will learn from the instructor after engaging in this program the difference between muscular strength and</p>	<p>accepting that some individuals will have higher skill levels than their own. The student will observe how their team and other teams work together in this program</p>
--	--	--	---	--

			<p>muscular endurance by highlighting some of the physical activities included in this program that are examples of using the said fitness components</p> <p>4.13 – The student will learn from the instructor why muscular endurance and strength activities do not increase muscle mass in preadolescent children after engaging in this program</p> <p>4.14 – The student will learn how to recognize strengthening major muscles can help improve performance at work and play</p> <p>4.15 – The student will engage in physical fitness activities in this program that will help strengthen the muscle groups to push and pull heavy objects, and learn the correct form to complete these tasks</p> <p><u>Flexibility</u> –</p> <p>4.16 – The student will engage in 6 stretching activities during this program, which will lead to the instructor’s ability to explain why flexibility is valuable when performing physical activities</p> <p><u>Body Composition</u> –</p> <p>4.17 – The student will learn from the instructor after participating in this program the effect of regular, sustained physical activity on the body’s ability to consume calories and burn fat for energy</p>	
--	--	--	--	--

Lesson Plan Objectives

for



Connecting with Physical Education Model Content Standards for California Public Schools

Grade Level – Fifth Grade

<u>Standard 1</u> <i>Demonstrate motor skills and movement patterns needed to perform a variety of Physical Activities</i>	<u>Standard 2</u> <i>Demonstrate knowledge of movement concepts principles and strategies as they apply to learning and performance of physical activities</i>	<u>Standard 3</u> <i>Assess and maintain a level of physical fitness to improve health and performance</i>	<u>Standard 4</u> <i>Demonstrate knowledge of physical fitness concepts, principals and strategies to improve health and performance</i>	<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><u>Movement Concepts</u> – 1.1 – The student will learn a balance activity that will help strengthen and coordinate the body, and will prepare the student for future activities that work on balance</p> <p><u>Locomotor Movement</u> – 1.2 – The student will learn seven activities that practice jumping or hopping skills. These actions will help strengthen the muscles needed to jump for height 1.3 – The student will learn seven activities that practice jumping or hopping skills. These actions will help strengthen the muscles needed to jump for distance</p> <p><u>Manipulative Skills</u> – 1.4 – The student will learn seven jumping or hopping skills in this program, which strengthen the muscles needed to jump rope</p>	<p><u>Movement Concepts</u> – 2.1 – The student will learn by participating in this program the concept of open space and relate it’s importance to sport-related games 2.2 – The student will learn from the instructor after engaging in this program the differences in applying and receiving force when jumping for height and distance</p> <p><u>Body Management</u> – 2.3 – The student will learn from participating in this program the concept of body position and apply it to future activities like to catch a ball thrown off-center</p>	<p><u>Fitness Concepts</u> – 3.1 – The student will learn from the instructor prior to engaging in this program how to warm up muscles and joints before running, jumping, kicking throwing and striking 3.2 – The student will learn from the instructor after engaging in this program how to plan a day of healthful balanced meals and snacks designed to enhance the performance of physical activities</p> <p><u>Aerobic Capacity</u> – 3.2 – The student will increase their endurance by engaging in the program for longer amounts of time, thus increasing aerobic capacity</p>	<p><u>Fitness Concepts</u> – 4.1 – The student will learn from the instructor after engaging in the program as an additional lesson to record and analyze food consumption for one day and make a plan to replace foods with healthier choices and adjust quantities to enhance performance in physical activity 4.2 – The student will learn from the instructor after engaging in the program an additional lesson on why dehydration impairs temperature regulation and physical and mental performance 4.3 – The student will learn to develop ideas for short and long term physical fitness goals after participating in the program 4.4 – The student will identify the program as an enjoyable activity to help them improve components on the state-mandated fitness test 4.5 – The student will learn six</p>	<p><u>Self-Responsibility</u> – 5.1 – The student will learn 26 different fitness activities that cover all five fitness components in this program. Being exposed to this amount of activities will help the student work outside of school to improve his/her personal best on one fitness component and one motor skill 5.2 – The student will learn after engaging in this program which long-term physical activity goal he/she would want to work toward 5.3 – The student will be able to distinguish between acts of physical courage and physically reckless acts and explain the key characteristics of each after participating in this program 5.4 – The student will learn to practice positive character traits, and observe how other teammates handle negative or positive peer pressure.</p>

			<p>stretching activities that can be used for cool-down activities with other physical education lessons, which can lead to the ability to explain the elements of cool-down exercises</p> <p>4.6 – The student will learn from the instructor how to record water intake before, during and after engaging in the program</p> <p>4.7 – The student will learn to describe the principles of training and the application to each of the components of health-related physical fitness after engaging in this program</p> <p><u>Aerobic Capacity</u> –</p> <p>4.8 – The student will learn from the instructor after engaging in the program how to identify the heart rate intensity that is necessary to increase aerobic capacity</p> <p>4.9 – The student will experience the concept of perceived exertion and will be able to determine the intensity of personal physical activity in the program that created this exertion</p> <p>4.10 – The student will compare target heart rate and perceived exertion while engaging in the program</p> <p>4.11 – The student will learn from the instructor while engaging in the program how to measure heart rate before, during and after physical activity</p> <p>4.12 – The student will learn from the instructor how technology resources can assist in the pursuit of physical fitness while participating in the program</p>	<p><u>Social Interaction</u> –</p> <p>5.5 – The student will contribute ideas and listen to the ideas of others in cooperative problem-solving situations that arise during the program</p> <p>5.6 – The student will practice positive reinforcement of the contributions and strengths of their teammates</p> <p><u>Group Dynamics</u> –</p> <p>5.7 – The student will learn that teammates will have varying physical ability levels in this program, which will be an environment that lends to the practice of accommodating individual differences in another child’s skills</p> <p>5.8 – The student will learn after engaging in this program to appreciate physical games and activities reflecting diverse differences</p>
--	--	--	---	--

			<p><u>Muscular Strength/Endurance</u> 4.13 – The student will develop muscles to increase strength in the arms, chest and back while engaging in this program, which will lead to an explanation of the benefits of this strength</p> <p><u>Flexibility</u> – 4.14 – The student will learn six stretches that will lead to the ability to explain the benefits of performing and holding stretches for increasing lengths of time</p> <p><u>Body Composition</u> – 4.15 – The student will learn from the instructor after engaging in the program an additional lesson on why body weight is maintained when calorie intake is equal to the calories expended 4.16 – The student will describe the short-term and long-term benefits of maintaining body composition within the healthy fitness zone</p>	
--	--	--	---	--

Lesson Plan Objectives

for



Connecting with Physical Education Model Content Standards for California Public Schools

Grade Level – Sixth Grade

<p style="text-align: center;"><u>Standard 1</u> <i>Demonstrate motor skills and movement patterns needed to perform a variety of Physical Activities</i></p>	<p style="text-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 style="text-align: center;"><u>Standard 3</u> <i>Assess and maintain a level of physical fitness to improve health and performance</i></p>	<p style="text-align: center;"><u>Standard 4</u> <i>Demonstrate knowledge of physical fitness concepts, principals and strategies to improve health and performance</i></p>	<p style="text-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>Combinations of Movement Patterns and Skills</u> – 1.9 – The student will learn four physical activities that have teammates moving in different directions from each other. Three levels of repetition – beginning, intermediate and advanced is included. The student will also participate in along with each individual on each team, doing the same physical activity together 1.10 – The student will learn a balance activity that will help strengthen and coordinate the body for other activities that require balance. The student will learn nine activities that involve weight transfer to complete the activity. The balance and weight transfer activities in this program will help prepare the student physically to perform the said physical education standard</p>	<p><u>Movement Concepts</u> – 2.1 – The student will learn from the instructor after participating in this program how to explain increase force based on the principles of biomechanics 2.2 – The student will learn from the instructor after participating in this program how to explain that impact force is reduced by increasing the duration of impact 2.3 – The student will perform self analyses and observe other student’s movement patterns. These observations will help correct errors in movement patterns 2.4 – The student will learn that the program is performed by dividing a group into six teams. The teammates will provide feedback to one another and assist in the development and improvement of his/her movement skills within the game 2.5 – The student will understand</p>	<p>3.1 – The student will be prepared to accomplish the state-mandated fitness test after engaging in this program because it addresses all five fitness components 3.2 – The student will learn from the instructor after participating in the program how to compare individual physical fitness results with research-based standards for good health 3.3 – The student will develop goals for all five fitness components after engaging in the program 3.4 – 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 3.5 – The student will measure and evaluate changes in health-related physical fitness based on</p>	<p>4.1 – The student will learn six stretching activities while engaging in the program that the instructor can use to teach cool-down techniques, which can lead to the ability of the student to distinguish between effective and ineffective cool-down techniques 4.2 – The student will learn twenty-six fitness activities that include all five fitness components while engaging in the program. The program has three repetition levels – beginning, intermediate and advanced so the intensity level of the activities will change. The student will develop ideas to help them develop their own one-day personal physical fitness plan 4.3 – The student will identify contraindicated exercises and their adverse effects on the body after engaging in the program 4.4 – The student will be able to classify the 26 fitness activities in</p>	<p><u>Self-Responsibility</u> – 5.1 – The student will be a part of a group who will be divided up into teams, which give the student the opportunity to practice productive participation in group physical activities 5.2 – The student will conduct self-evaluation of individual responsibility in group efforts after engaging in the program <u>Social Interaction</u> – 5.3 – The student will identify and define the role of each participants cooperative effort while engaging in the program <u>Group Dynamics</u> – 5.4 – The student will identify and agree on a common goal with his/her teammates while engaging in this physical activity program 5.5 – The student will analyze possible solutions to a movement</p>

	<p>general and personal space while moving back and forth from the team station to the game mat in general space. Team members will work within and around the personal space of themselves and their own teammates, while engaging in this program</p> <p><u>Combination of Movement Patterns and Skills</u> – 2.12 – The student will learn while engaging in this program an idea for developing their own game as indicated in said physical education standard</p>	<p>physical activity patterns associated with this program 3.6 – The student will take the opportunity presented by the instructor to monitor his/her heart rate while engaging in the program</p>	<p>the program as aerobic or anaerobic 4.5 – The student will be cued by the instructor whether to stop or start the program to practice monitoring his/her heart rate, which can lead to the ability to explain the methods of monitoring heart rate intensity 4.6 – The student will be able to list the benefits of participating in regular physical activity by the enjoyable feeling he/she has engaging in the program 4.7 – The student will learn from the instructor after engaging in the program how to compile and analyze a log noting the food intake/calories consumed and energy expended through physical activity</p>	<p>problem and work with his/her teammates on a possible solution while engaging in the program</p>
--	---	---	---	---