

Names: Andy Lucas Paul McFarland

Date: 3/15/16

Title of Lesson: Cross Curricular Lesson

of Students: 12

Students needing adaptations: 0

Motor, Cognitive, and Affective Behavioral Objectives (What will your students know and/or be able to do by the end of the lesson?)

Motor - TSWBAT Perform certain locomotor movements while being directed in Spanish

Cognitive – TSWBAT Comprehend the Spanish verbs and colors and perform the correct movements.

Affective – TSWBAT Show with their thumbs, how they feel about the Spanish vocabulary

Connections - Circle or highlight the numbers from each set of standards below that this lesson addresses:

National Content Standards (SHAPE, 2014)

Standard 1 - The physically literate individual demonstrates competency in a variety of **motor skills** and movement patterns.

Standard 2 - The physically literate individual applies **knowledge of concepts**, principles, strategies and tactics related to movement and performance.

Standard 3 - The physically literate individual demonstrates the **knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness**.

Standard 4 - The physically literate individual exhibits **responsible** personal and social **behavior** that respects self and others.

Standard 5 - The physically literate individual recognizes the **value** of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Virginia Standards of Learning (2015)

1. Demonstrate competence in motor skills and movement patterns needed to perform a variety of **physical activities. (Motor Skill Development)**

2. Apply knowledge of the structures and functions of the body and how they relate to and are affected by human movement to learning and developing motor skills and specialized movement forms. **(Anatomical Basis of Movement)**

3. Achieve and maintain a health-enhancing level of personal fitness. **(Fitness Planning)**

4. Demonstrate the aptitude, attitude, and skills to lead responsible, fulfilling, and respectful lives. **(Social Development)**

5. Explain the importance of energy balance and nutritional needs of the body to maintain optimal health and prevent chronic disease. **(Energy Balance)**

Assessment Plan (how will you assess student progress?):

- By seeing if they know the verbs and colors called out by the teacher.

Personal objective(s) for the teacher:

Andy – To teach the students the basic colors and some fundamental movements in Spanish

Paul – To teach the students some basic words in the Spanish language as well as help them learn different locomotor skills

Pre-requisite Skills (what do students need to know or have to be successful in this lesson?):

Walk, Run, jump, skip, slide, gallop

Resources/equipment (with quantities):
At least 20 various colored polypots

Safety issues to consider:
None

Time	Lesson Segment - include skill cues where appropriate	Activities/Task Applications - include extensions or simplifications if appropriate and instructions for drills, activity organization, LUG rules, etc.	DIAGRAMS
2-3 Min.	Set Induction: The teachers will briefly greet the students, and then start to explain what they will be doing today. The teachers will describe the different Spanish words and their meanings so that the students are not lost and get a chance to learn various words in Español.	The students will circle up and sit while the teachers explain which word means what in English, and then demonstrate it and say the verb or color in Spanish.	
5-10 Min.	The teachers will then go into demonstrating the game. There will be Polly spots and numbers/letters squares spread out over the gym floor. The students will be standing in a semi-circle around facing the teachers while they explain the game.	Polly spots and number/letters squares will be placed around the gym floor. The students will stand on the baseline and wait for instructions. One teacher will say a Spanish verb/locomotor in the Español while the other teacher says a color in Español. The students will then have to do that locomotor skill to the specific color. Then the teachers will repeat the process of that and the students will again do a locomotor skill to a specific color told to them in Spanish. This helps them learn new words in another language and practice/review their locomotor skills.	

