

Unit and Lesson Objectives – as presented in TLCII

Unit Objectives:

Note: Skills, Rules, Strategies, Drills, and Etiquette/Sportsmanship are always the PERFORMANCE BEHAVIOR in a Unit Plan. Typically the EVALUATION is based on regulation game play and/or end of the unit quiz.

At the end of the unit on Tennis, the student should be able to understand and/or demonstrate all the skills, rules, strategies, drills and etiquette contained within the tennis unit, by participating in a regulation tennis match.

Lesson Objectives should include 3 parts:

1. **Condition** - How? Under what circumstances will the learning occur? What will the student be given or already be expected to know to accomplish the learning?
2. **Performance/Behavior** - What? What do you expect them to be able to do? This should be an overt, observable behavior, even if the actual behavior is covert or mental in nature. If you can't see it, hear it, touch it, taste it, or smell it, you can't be sure your audience really learned it.
3. **Evaluation/Assessment/Degree** - How much? Must a specific set of criteria be met? Do you want total mastery (100%), do you want them to respond correctly 80% of the time, etc. This needs to be logical!

Objective 1: At the end of the basketball lesson on dribbling the student will be able to list at least three types of defensive fouls and score an 85% or higher.

Objective 2: At end of the track and field high jump lesson, the student will be able to roll over the high jump bar set four feet high and be successful within ten attempts.

Objective 3: After reading the course handout on basketball strategies, the student will be able to diagram a three zone defense on a half-court diagram and be successful by attaining a 90% or higher.

Objective 4: At the end of the lesson on soccer shooting, the student appreciate the soccer shot more than before taking this class, based on responses on a questionnaire.

Objective 5: At the end of the lesson on Tchoukball, the student will be able to perform a jump shot at the frame, and be evaluated by a peer using a rubric.

Objective 6: At the end of the locomotor lesson on running, the student will be able to perform the run, and be evaluated by the teacher in class.

NOTE: Students also have to identify whether the objective is Cognitive, Affective, or Psychomotor.