

## Souderton Area School District Second Grade Wellness Overview

### Course Description

In second grade, students exhibit mastery of basic locomotor skills while performing to changing conditions. They work on refinement of basic manipulative skills move to secure new ones. Students in second grade spend more time working with partners and in small groups. Second-graders explore basic hygiene practices, germs, and appropriate emergency responses during health lessons delivered throughout the year.

### Effective Components of Second Grade Wellness Education

- Second grade students receive 40 minutes of instruction every cycle (44 complete cycles per year).
- All students receive wellness education.
- Sessions are crafted to maximize participation in a safe environment.
- Positive, specific, and corrective feedback is provided by certified instructors.
- Program fosters physical, cognitive, and social development through developmentally-appropriate, sequential lessons.
- The ability to achieve success is present for all students, regardless of ability.
- Purposeful activity is promoted for all students in pursuit of lifelong wellness.
- Students earn separate effort and competency grades.

### Second Grade Wellness Education Key Skills and Concepts

Catch	Kick	Strike
Dribble	Cooperation	Warm-up
Cool-down	Time	Force
Push	Pull	Moderate
Vigorous	Steady beat	Cooperation
Consideration	Germs	Hygiene
First Aid		

### Assessment

- |  |   |
|--|---|
| <input type="checkbox"/> Observation       | <input type="checkbox"/> Self Evaluation  |
| <input type="checkbox"/> Participation     | <input type="checkbox"/> Peer Assessment  |
| <input type="checkbox"/> Performance Tasks | <input type="checkbox"/> Checklists       |
| <input type="checkbox"/> Portfolios        | <input type="checkbox"/> Growth Over Time |
| <input type="checkbox"/> Quizzes           | <input type="checkbox"/> SLO Achievement  |

### Essential Questions

Why is motor skill development essential during childhood?

At what intensity level does the body have to work in order for exercise to be beneficial?

How does proficiency in movement affect my ability to participate in more activities?

What changes happen to the body during physical activity?

What does consideration for and cooperation with others look like in the gymnasium?

Can I use the skills, concepts, and activities learned in class beyond the gymnasium?

### Alignment to the Common Core

**Reading for literature:** key ideas and details

**Reading Informational text:** key ideas and detail; craft and structure; integration of knowledge and ideas; range of reading and level of text complexity

**Foundational Reading Skills:** phonics and word recognition

**Speaking and Listening:** comprehension and collaboration; presentation of knowledge and ideas

**Language:** vocabulary acquisition and use.

## National Physical Education Content Standards and Second Grade Essential Learning

### Mission

[NASPE's](#) mission is to enhance knowledge, improve professional practice, and increase support for high quality physical education, sport, and physical activity programs.

### Vision

NASPE envisions a society in which all individuals are physically educated and participate in lifelong physical activity.

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

**To meet this standard, a second grade student will:**

- Demonstrate various grade-appropriate locomotor movements.
- Demonstrate various grade-appropriate non-locomotor movements.
- Demonstrate various grade-appropriate manipulative skills.

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

**To meet this standard, a second grade student will:**

- Demonstrate grade-appropriate movement concepts.

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

**To meet this standard, a second grade student will:**

- Demonstrate grade-appropriate physical activity knowledge.
- Engage in grade-appropriate physical activity.
- Demonstrate grade-appropriate fitness knowledge.
- Demonstrate grade-appropriate nutrition knowledge.

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

**To meet this standard, a second grade student will:**

- Demonstrate understanding of personal responsibility.
- Demonstrate acceptance of feedback
- Demonstrate ability to work with others
- Demonstrate understanding of rules and etiquette.
- Demonstrate understanding of safety concepts.

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

**To meet this standard, a second grade student will:**

- Demonstrate understanding of health impact of physical activity.
- Recognize the challenge of physical activity.
- Reflect on self-expression/enjoyment of physical activity.

## Targeted Pennsylvania Academic Standards for Health, Safety, and Physical Education

The Academic Standards for Health, Safety and Physical Education describe what students should know and be able to do by the end of third, sixth, ninth and twelfth grade. The standards are sequential across the grade levels and reflect the increasing complexity and rigor that students are expected to achieve. The Standards define the content for planned instruction that will result in measurable gains for all students in knowledge and skill. School entities will use these standards to develop local school curriculum and assessments that will meet the needs of the students.

### 10.1.3 Concepts of Health

- B. Identify and know the location and function of the major body organs and system (circulatory, respiratory, muscular system).
- E. Identify types and causes of common health problems of children (infectious disease, non infectious disease, germs, pathogens, heredity).

### 10.2.3 Healthful Living

- A. Identify personal hygiene practices and community helpers that promote health and prevent the spread of disease.
- B. Identify health-related information (signs and symbols, terminology, products and services).
- D. Identify the steps in a decision-making process.
- E. Identify environmental factors that affect health.

### 10.3.3 Safety and Injury Prevention

- A. Recognize safe/unsafe practices in the home, school and community (general, outdoor, safe around people).
- B. Recognize emergency situations and explain appropriate responses.
- C. Recognize conflict situations and identify strategies to avoid or resolve.
- D. Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, sun safety, guidelines of safe play, warm-up, cool-down).

### 10.4.3 Physical Activity

- A. Identify and engage in physical activities that promote physical fitness and health.
- B. Know the positive and negative effects of regular participation in moderate to vigorous physical activities.
- C. Know and recognize changes in body responses during moderate to vigorous physical activity (heart rate).
- D. Identify likes and dislikes related to participation in physical activities.
- E. Identify reasons why regular participation in physical activities improves motor skills.
- F. Recognize positive and negative interactions of small group activities (roles, cooperation/sharing, on task).

### 10.5 Concepts, Principles, and Strategies of Movement

- A. Recognize and use basic movement skills and concepts
- B. Recognize and describe the concepts of motor skill development using appropriate vocabulary.
- C. Know the function of practice
- D. Identify and use the principles of exercise to improve movement and fitness activities.
- E. Know and describe scientific principles that affect movement and skills using appropriate vocabulary.
- F. Recognize and describe game strategies using appropriate vocabulary.

**Common Core Alignment****Reading for Literature****Focus Standard: Key Ideas and Details**

Identify characters; describe them and major events/challenges in a story.

**Reading Informational Text****Focus Standard: Key Ideas and Details**

Ask and answer sample questions about key details in a text (e.g., who, what, when, where, why, and how).

**Focus Standard: Craft and Structure**

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. Know and use various text features (e.g., captions, icons, etc.). Use illustrations/images in a text to gather information about key ideas.

**Focus Standard: Integration of Knowledge and Ideas**

Understand the relationship between text and illustrations. Use illustrations to describe key ideas.

**Focus Standard: Range of Reading and Level of Text Complexity**

Read and comprehend informational texts appropriately complex for student grade level.

**Foundational Reading Skills****Focus Standard: Phonics and Word Recognition**

Know and apply grade-level phonics and word analysis skills in decoding words. Read with sufficient accuracy to support comprehension.

**Common Core Alignment**

**Speaking and Listening**

**Focus Standard: Comprehension and Collaboration**

Participate in collaborative conversations with diverse patterns about grade-level topics with peers and adults in small and large groups. Ask and answer questions about key details in information presented orally.

**Language Standards**

**Focus Standard: Vocabulary Acquisition and Use**

Acquire and use accurately grade-appropriate domain-specific words and phrases that are basic to a particular topic.

## Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

### Standard 1

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

#### Enduring Understanding

Fundamental movement skills and concepts need to be developed during childhood.

#### Essential Question

Why is motor skill and movement pattern development essential during childhood?

### Essential Learnings

<b>1</b>	<b>Demonstrates grade-appropriate locomotor movements</b>
	Skips using a mature pattern.
	Runs with a mature pattern.
	Travels showing differentiation between jogging and sprinting.
	Demonstrates elements of jumping and landing in a horizontal plane using a variety of one- and two-foot take-offs and landings.
	Demonstrates elements of jumping and landing in a vertical plane.
	Performs a teacher/student-designed rhythmic activity with correct response to simple rhythms.
<b>2</b>	<b>Demonstrates grade-appropriate non locomotor movements</b>
	Balances on different bases of support combining levels and shapes.
	Transfers weight from feet to different body parts/bases of support for balances and/or travel.
	Rolls in different directions with either a narrow or curled body shape.
	Differentiates among twisting, curling, bending, and stretching actions.

continued on the next page

## Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

### Standard 1

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

2	Demonstrates grade-appropriate non locomotor movements (continued)
	Combines balances and transfers into a 3-part sequence (i.e., dance, gymnastics).
3	Demonstrates grade-appropriate manipulative skills
	Throws underhand using elements of a mature pattern.
	Throws overarm using elements of a mature pattern.
	Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against body.
	Dribbles in self-space with preferred hand demonstrating a mature pattern.
	Dribbles using the dominant hand while walking in general space.
	Dribbles with feet in the general space with control of the ball and body.
	Uses a continuous running approach and kicks a moving ball, demonstrating elements of a mature pattern.
	Volley an object upward with consecutive hits.
	Strikes an object upward with a short-handled implement, using consecutive hits.
	Strikes a ball off a tee or cone with a bat, using correct grip and side-orientation/proper body orientation.
	Jumps a self-turned rope consecutively forward and backward, with a mature pattern.

**Key Academic Vocabulary:** underhand, overarm; trap, cradle; preferred, dominant; volley, consecutive; strike

## Teaching for Understanding

### Essential Learnings

1	Demonstrates grade-appropriate locomotor movements
2	Demonstrates grade-appropriate non locomotor movements
3	Demonstrates grade-appropriate manipulative skills

### Learning Activities

Alphabet shapes	Mirroring	Beanbag strength activities	Foot-dribbling activities
One-Way Traffic	Animal movements	Kicking activities	Balance activities
Movement maps	Crazy Cones	Hand-dribbling activities	Back-It-Up
Partner Bowling	Partner Follow-the-Leader	Scoop activities	Target activities
Throwing and catching games	Partner tossing games	Children's dances	Tag games

### Evidence of Learning

- Observation
- Locomotor movement checklist
- Self-evaluation
- Participation
- Performance tasks
- Growth over time

## Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

### Standard 2

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

#### Enduring Understanding

The ability to apply movement concepts to physical activity allows for a broader range of activity selection.

#### Essential Question

How do movement concepts affect physical activity?

## Essential Learnings

4	Demonstrates grade-appropriate movement concepts
	Combines locomotor skills in general space to rhythm.
	Combines shapes, levels, and pathways into simple travel sequences.
	Varies time and force with gradual increases and decreases.

**Key Academic Vocabulary:** shapes, levels, pathways, varies, time, force

## Teaching for Understanding

### Essential Learnings

4	Demonstrates grade-appropriate movement concepts
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### Learning Activities

Animal movements	Movement maps	Motor Square	Creative movements
Alphabet shapes	Children's books	Pathway task cards	Speed task cards
Levels task cards	Low-organized games	Mirroring	Playground games
Traffic Tag	Partner Follow-the-Leader	Greg and Steve songs	One-Way Traffic
Go Nuts!	Hula hoop activities	Children's dances	Speed Stacking activities
Personal space concepts	Shared space concepts	Jump rope activities	

### Evidence of Learning

- Observation
- Locomotor movement checklist
- Self-evaluation
- Participation
- Performance tasks
- Growth over time

## Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

### Standard 3

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

#### Enduring Understanding

When your body works harder, it gets stronger.  
Strong muscles are needed to maintain good health.

#### Essential Questions

What changes happen to the body during physical activity?

## Essential Learnings

5	Demonstrates grade-appropriate physical activity knowledge
	Describes large-motor and/or manipulative physical activities for participation outside wellness class (e.g., before and after school, at home, at the park, with friends, with family).
	Actively engages in wellness class in response to instruction and practice.
	Uses own body as resistance (e.g., holds body in plank position, animal walks) for development of strength.
	Identifies physical activities that contribute to fitness.
	Recognizes “the good health balance” of good nutrition with physical activity.

**Key Academic Vocabulary:** large-motor; own body as resistance; good health balance

## Teaching for Understanding

### Essential Learnings

5	Demonstrates grade-appropriate physical activity knowledge
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### Learning Activities

Animal movements	Movement maps	Motor Square	Creative movements
Body temperature checks	Children's books	Pathway task cards	Speed task cards
Levels task cards	Low-organized games	Mirroring	Playground games
Pedometers	Partner Follow-the-Leader	Greg and Steve songs	One-Way Traffic
Muscular endurance exercises	Jump rope activities	Muscular strength exercises	Speed Stacking activities
Personal space concepts	Shared space concepts	Children's dances	Heart rate checks
Breathing rate checks	Perspiration rate checks	Flexibility poses	Beanbag strength activities

### Evidence of Learning

- Observation
- Self-evaluation
- Participation
- Performance tasks
- Growth over time

## Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

### Standard 4

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

#### Enduring Understanding

It is important to exhibit consideration for, and work cooperatively with others during instruction in the gym

#### Essential Questions

What does consideration for and cooperation with others look like in the gymnasium?

## Essential Learnings

6	Demonstrates understanding of personal responsibility
	Practices skills with minimal teacher prompting.
	Accepts responsibility for class protocols with behavior and performance actions.
7	Demonstrates acceptance of feedback
	Accepts specific corrective feedback from the teacher.
8	Demonstrates ability to work with others
	Works independently with others in partner environments.
9	Demonstrates understanding of rules and etiquette
	Recognizes the roles of rules and etiquette in teacher-designed wellness activities.
10	Demonstrates understanding of safety concepts
	Works independently and safely in wellness; works safely with equipment.

**Key Academic Vocabulary:** rules; feedback; independently, kind (considerate), respect

## Teaching for Understanding

### Essential Learnings

6	Demonstrates understanding of personal responsibility
7	Demonstrates acceptance of feedback
8	Demonstrates ability to work with others
9	Demonstrates understanding of rules and etiquette
10	Demonstrates understanding of safety concepts

### Learning Activities

Animal movements	Movement maps	Children's dances	Creative movements
Alphabet shapes	Children's books	Shared space concepts	Personal space concepts
Red-Light, Green-Light	Low-organized games	Mirroring	Playground games
Speed Stacking activities	Tag games	Greg and Steve songs	One-Way Traffic
Partner Bowling	Partner Follow-the-Leader	Scoop activities	Target activities
Throwing and catching games	Partner tossing games		

### Evidence of Learning

- Observation
- Peer assessment
- Self-evaluation
- Participation
- Performance tasks
- Growth over time

## Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

### Standard 5

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

#### Enduring Understanding

It is recommended by various health organizations that children do 60 minutes of moderate to vigorous physical activity on a daily basis.

#### Essential Questions

Can I use the skills, concepts, and activities learned in the gym beyond the school day?

## Essential Learnings

11	Demonstrates understanding of health impact of physical activity
	Recognizes the value of “good health balance.”
12	Recognizes the challenge of physical activity
	Compares physical activities that bring confidence and challenge.
13	Reflects on self-expression/enjoyment of physical activity
	Identifies physical activities that provide self-expression (e.g., dance, gymnastics routines, practice tasks/game environment).

**Key Academic Vocabulary:** good health balance; confidence; self-expression, enjoyment

## Teaching for Understanding

### Essential Learnings

11	Demonstrates understanding of health impact of physical activity
12	Recognizes the challenge of physical activity
13	Reflects on self-expression/enjoyment of physical activity

### Learning Activities

Animal movements	Movement maps	Motor Square	Creative movements
Alphabet shapes	Children's books	Pathway task cards	Speed task cards
Levels task cards	Low-organized games	Mirroring	Playground games
Traffic Tag	Partner Follow-the-Leader	Greg and Steve songs	One-Way Traffic
Go Nuts!	Beanbag strength activities	Flexibility poses	Speed Stacking activities
Personal space concepts	Shared space concepts	Children's dances	Heart rate checks
Breathing rate checks	Perspiration rate checks		

### Evidence of Learning

- Observation
- Peer assessment
- Self-evaluation
- Participation
- Performance tasks
- Growth over time

## Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

### PA Academic Standard 10.1.3 Concepts of Health

*E. Identify types and causes of common health problems of children (infectious disease, non infectious disease, germs, pathogens, heredity).*

#### Enduring Understanding

There are many different causes of common health problems.

#### Essential Questions

What are some specific causes of health problems?

## Essential Learnings

14	Recognizes types, causes, and treatments of common health problems
	Identifies various minor injuries (cuts, scrapes, bruises).
	Explains appropriate response to emergency situation (remain calm, how to call for help, simple assistance procedures, how to protect self).
	Sequences the steps to treating a minor wound.

**Key Academic Vocabulary:** minor, major; wound, cut, scrape, bruise; treatment

## Teaching for Understanding

### Essential Learnings

14	Recognizes types, causes, and treatments of common health problems
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### Learning Activities

<a href="#">Brainpop</a> first aid	Sample first aid kit	<a href="#">Germs Make Me Sick</a> , Melvin Berger	<a href="#">Germs</a> , Bill Nye
<a href="#">Inside Ralphie</a> , Magic School Bus	School Nurse	Brainpop Smartboard activities	

### Evidence of Learning

- Observation
- Self-evaluation
- Participation
- Performance tasks
- Growth over time

## Essential Learnings

Knowledge, Skills, Concepts, Topics, and Processes

### PA Academic Standard 10.3.3 Safety and Injury Prevention

A. *Identify personal hygiene practices and community helpers that promote health and prevent the spread of disease.*

#### Enduring Understanding

There are many hygiene practices that promote health and prevent the spread of germs.

#### Essential Questions

What are some simple ways I can prevent the spread of germs?

## Essential Learnings

15	Recognizes and demonstrates hygiene practices that promote health and prevent the spread of germs
	Recognizes proper hand-washing, teeth-brushing, bathing, and general body care.
	Demonstrate proper coughing and sneezing practices to prevent spread of germs.

**Key Academic Vocabulary:** germs, cough and sneeze techniques, tissues; soap, shampoo, tooth paste, sanitizer; toothbrush, washcloth

## Teaching for Understanding

### Essential Learnings

15	Recognizes and demonstrates hygiene practices that promote health and prevent the spread of germs
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### Learning Activities

<a href="#">Brainpop</a> first aid	Sample first aid kit	<a href="#">Germs Make Me Sick</a> , Melvin Berger	<a href="#">Germs</a> , Bill Nye
<a href="#">Inside Ralphie</a> , Magic School Bus	School Nurse	Brainpop Smartboard activities	<a href="#">The Tooth Book</a> , Ted Lesig
<a href="#">Brainpop Jr.</a> hand washing	<a href="#">Brainpop Jr.</a> dentist	Various hygiene visual aids	

### Evidence of Learning

- Observation
- Self-evaluation
- Participation
- Performance tasks
- Checklist
- Growth over time

## Suggested Timelines

Topic	Suggested Timeframe
First grade skill and concept review	2 classes: beginning of school year
Locomotor movements review	2 class introduction: developed throughout school year
Non locomotor movements	1 class introduction; developed throughout school year
Body responses to exercise	1 class introduction
Cardiovascular endurance, and flexibility exercises	1 class introduction; developed throughout school year
Muscular strength and muscular endurance exercises	1 class introduction; developed throughout school year
Levels, pathways, directions, speed, relationships	1 class introduction; developed throughout school year
Time, force, and relationship concepts	1 class introduction; developed throughout school year
Steady beat during locomotor movements	2 classes
Appropriate conflict resolution	1 class introduction; developed throughout school year
Sharing turns, equipment	1 class introduction; developed throughout school year
Jump rope skills	1 class introduction; developed throughout school year
Sustained moderate to vigorous physical activity	1 class introduction; developed throughout school year
Kicking activities	2 classes
Catching activities	2 classes
Overarm throw activities	2 classes
Children's dances	2 classes
2nd grade health lessons (germs, first aid)	8 classes
Review and reinforce second grade topics as necessary	8 classes
Teacher's choice of standards-driven activities	4 classes

## Assessment

### Evidence of Learning

### Assessment Focus

Fundamental Movement Concepts: Combines locomotor movement skills, shapes, levels, and pathways into simple travel sequences.

### Rubric

<b>S</b>	Consistently demonstrates 3 targeted fundamental movement concepts during simple travel.
	Able to use walking, jogging, hopping, jumping, galloping, skipping, leaping, and sliding in travel sequences..
	Able to use high, medium, and low levels in travel sequences.
	Able to use straight, curved, and zig-zag pathways in travel sequences.
<b>P</b>	Consistently demonstrates 1-2 targeted fundamental movement concepts during simple travel.
	Able to use walking, jogging, hopping, jumping, galloping, skipping, leaping, and sliding in travel sequences..
	Able to use high, medium, and low levels in travel sequences.
	Able to use straight, curved, and zig-zag pathways in travel sequences.
<b>N</b>	Inconsistently demonstrates targeted fundamental movement concepts during travel.
	Able to use walking, jogging, hopping, jumping, galloping, skipping, leaping, and sliding in travel sequences..
	Able to use high, medium, and low levels in travel sequences.
	Able to use straight, curved, and zig-zag pathways in travel sequences.

### Assessment Strategy

- Teacher Observation
- Participation
- Fundamental Movement Concepts Checklist

## Assessment

### Evidence of Learning

### Assessment Focus

Refined Manipulative Skills: Underhand Throw, Catch, Hand Dribble, Kick, Strike

### Rubric

<b>S</b>	Consistently demonstrates refined performance of 4 or 5 targeted manipulative skills.
	Able to demonstrate all critical elements for each skill.
	Able to demonstrate skills in a variety of activity settings.
<b>P</b>	Consistently demonstrates refined performance of 2-3 targeted manipulative skills.
	Able to demonstrate critical elements for the skills.
	Able to demonstrate skills in a variety of activity settings.
<b>N</b>	Inconsistently demonstrates refined performance of targeted manipulative skills.
	Able to demonstrate critical elements for some skills.
	Able to demonstrate skills in a variety of activity settings.

### Assessment Strategy

- Teacher Observation
- Participation
- Manipulative Skills Checklist

### Personal Hygiene Practices: Hand Washing Assessment

Name: \_\_\_\_\_

Room: \_\_\_\_\_

Directions: Put the cards in the correct order.



A



B



C



D



E

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

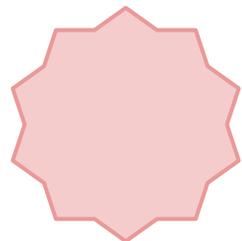
4. \_\_\_\_\_

5. \_\_\_\_\_

\*images appear courtesy of [BrainpopJr.com](http://BrainpopJr.com)

#### Rubric

- S 5 correct
- P 3-4 correct
- N 0-2 correct



Your Score

## Locomotor Movement Identification Assessment

Name: \_\_\_\_\_

Room: \_\_\_\_\_

**Directions:** Using the words in the bank, write in the correct answer for the demonstration. Each skill will be used only one time.

### Word Bank

**Walk****Run****Jump****Hop****Leap****Gallop****Slide****Skip**

1. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

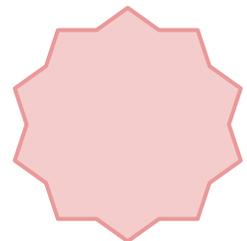
3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_

### Rubric

**S** 8 correct**P** 5-7 correct**N** 0-4 correct

**Your Score**