

## Souderton Area School District Third Grade Wellness Overview

### Course Description

Third grade students have mastered the basic locomotor, nonlocomotor, and manipulative skills. Students move towards proficiency in more complex manipulative skills and will continue to apply movement concepts to skills. A greater emphasis is placed on sport-specific (lead-up) skills and concepts, and students will participate in a broader range of partner, small group, and team activities.

### Effective Components of Third Grade Wellness Education

- Third 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.

### Third Grade Wellness Education Key Skills and Concepts

Nutrition	My Plate	Food groups
Fitness testing	FITT principle	Nutrients
Moderation	Cardiovascular	Catch
Strike	Throw	Dribble
Pass	Shoot	Strength
Hand-eye coordination	Locomotor	Chase
Foot-eye coordination	Dodge	Flee

### 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

How do fundamental skills relate to games played?

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

How does the FITT principle relate to physical activity?

How can players of differing skill make positive contributions to the group?

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 Third Grade Essential Learning

### Mission

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

### Vision

SHAPE America 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 third 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 third 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 third 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 third 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 third 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.
- Describe potential social interactions during 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, digestive system).
- C. Explain the role of My Plate in helping people eat a healthy diet.

### 10.2.3 Healthful Living

- B. Identify health-related information (signs and symbols, terminology, products and services).
- C. Identify media sources that influence health and safety.
- 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).
- 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 Informational Text**

**Focus Standard: Key Ideas and Details**

Describe relationships and explain events, procedures, ideas, or concepts in a scientific or technical way.

**Focus Standard: Craft and Structure**

Determine the meaning of academic and domain-specific words or phrases in a text relevant to grade-level topics or subject areas.

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

Interpret information presented visually, orally, or quantitatively (charts, diagrams, etc.) and explain how the information contributes to an understanding of the text/context.

**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

### Writing

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Produce clear and coherent writing in which the development, organization, and styles are appropriate to task, purpose, and audience.

Write routinely over shorter time frames (a single setting) for a range of tasks, purposes, and audiences.

Write informative/explanatory texts to convey complex ideas and information clearly and accurately through effective selection, organization, and analysis of content.

Conduct short research products based on focused questions, demonstrating understanding of the subject under investigation.

### Speaking and Listening

#### Focus Standard: Comprehension and Collaboration

Engage effectively in a range of collaborative discussions with diverse partners on grade-level topics, building on others' ideas and expressing their own clearly.

#### Focus Standard: Presentation of Knowledge and Ideas

Report on a topic or text in an organized manner, using appropriate facts and relevant details to support main ideas or themes. Speaks clearly at an understanding pace.

### 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.*

<b>3</b>	<b>Demonstrates grade-appropriate manipulative skills</b>
	Throws underhand to a target with reasonable accuracy.
	Throws overarm using critical elements of a mature pattern in a variety of activities.
	Catches a gently tossed hand-sized ball from a partner, demonstrating critical elements of a mature pattern.
	Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body.
	Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body.
	Receives and passes a ball with the inside of the foot to a stationary partner, “giving” on reception before returning the pass.
	Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating critical elements of a mature pattern for each.
	Uses a continuous running approach and kicks a ball for accuracy.
	Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall, or over a line to a partner while demonstrating critical elements of a mature pattern.
	Strikes an object with a short-handled implement, sending it forward over a low net or to a wall.
	Strikes an object with a short-handled implement while demonstrating critical elements of a mature pattern.
	Strikes a ball with a long-handled implement, sending it forward, while using a proper grip for the implement (e.g., hockey stick, baseball bat, golf club).
	Performs intermediate jump- rope skills (e.g., a variety of tricks, running in/out of long ropes).

**Key Academic Vocabulary:** accuracy; “giving;”intentionally; sidearm; long-handled implement

## 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

Basketball lead-ups	Badminton lead-ups	Bowling lead-ups	Lacrosse lead-ups
Pillo-Polo	Tennis lead-ups	Volleyball lead-ups	Floor hockey lead-ups
Football lead-ups	Wiffle Ball lead-ups	Team handball lead-ups	Golf lead-ups
Juggling skills	Flag games	Cooperative games	Reaction ball activities
Soccer lead-ups	Flying disc 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 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
	Recognizes the concepts of open space in a movement context.
	Recognizes locomotor movement skills specific to a wide variety of physical activities.
	Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher.
	Applies simple strategies/tactics in chasing activities.
	Applies simple strategies in fleeing activities.

**Key Academic Vocabulary:** open space; alignment; muscle tension; chasing, fleeing; strategy

## Teaching for Understanding

### Essential Learnings

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

Tag games	Stunts and balances	Creative movements	Hula hoop activities
Balance beam	Aerobic steps	Light weights	Square Dance
Stretch bands	Stability ball	BOSU trainer	Cupid Shuffle
Macarena	Cotton-Eye Joe	Crazy Frog	Cha-Cha Slide
Limbo	Conga	Mexican Hat Dance	Y.M.C.A.
Electric Slide	Bunny Hop	Chicken Dance	Alley Cat
Dance Central	Dance Dance Revolution	Just Dance	

### 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
	Identifies physical activity benefits as a way to to become healthier.
	Engages in the activities of wellness class without teacher prompting.
	Describes the concept of fitness and provides examples of physical activity to enhance fitness.
	Recognizes the importance of warm-up and cool-down relative to vigorous physical activity.
	Demonstrates, with teacher direction, the health-related fitness components.
	Identifies foods that are beneficial pre- and post- physical activity.

**Key Academic Vocabulary:** warm-up, cool-down; vigorous; health-related fitness

## Teaching for Understanding

### Essential Learnings

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

Children's books	Heart-rate checks/comparison	Low-organized games	Children's dances
Pedometers	Beanbag strength activities	Playground games	PACER test
Sit-ups test	Push-ups test	Sit-and-reach test	Shoulder flexibility test
Breathing rate checks	Perspiration rate checks	Flexibility poses	

### 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
	Exhibits personal responsibility in teacher-directed activities.
	Works independently for extended periods of time.
7	Demonstrates acceptance of feedback
	Accepts and implements specific corrective teacher feedback.
8	Demonstrates ability to work with others
	Works cooperatively with others.
	Praises others for their success in movement performance.
9	Demonstrates understanding of rules and etiquette
	Recognizes the roles of rules and etiquette in physical activity with peers.
10	Demonstrates understanding of safety concepts
	Works independently and safely in physical activity settings

**Key Academic Vocabulary:** praise, respect, responsibility,

## 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

Basketball lead-ups	Badminton lead-ups	Bowling lead-ups	Lacrosse lead-ups
Pillo-Polo	Tennis lead-ups	Volleyball lead-ups	Floor hockey lead-ups
Football lead-ups	Wiffle Ball lead-ups	Team handball lead-ups	Golf lead-ups
Juggling skills	Flag games	Cooperative games	Reaction ball activities
Cross the River	Find the Dot	Alaskan Pipeline	Parachute Baseball
Group juggling	Balloon transfer	Soccer lead-ups	Comodore's Retreat
Toxic Waste	Line-up activities	Electric fence	Long jump rope activities
Ship-to-Shore	Noodle activities	Jump bands/Tinikling	Tennis balls and sticks

### 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

You cannot take full advantage of skills, talents, and abilities if you are not healthy.

#### 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
	Discuss the relationship between physical activity and good health.
12	Recognizes the challenge of physical activity
	Discusses the challenge that comes from learning a new physical activity.
13	Reflects on self-expression/enjoyment of physical activity
	Reflects on the reasons for enjoying selected physical activity.
	Describes the positive social interactions that come when engaged with others in physical activity.

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

## 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

Tag games	Stunts	Reaction ball activities	Y.M.C.A.
Dance Dance Revolution	Aerobic steps	Light weights	Cha-Cha Slide
Just Dance	Motion-control video games	Dance Central	Cotton-Eye Joe
Basketball lead-ups	Badminton lead-ups	Bowling lead-ups	Lacrosse lead-ups
Pillo-Polo	Tennis lead-ups	Volleyball lead-ups	Floor hockey lead-ups
Football lead-ups	Wiffle Ball lead-ups	Team handball lead-ups	Golf lead-ups
Juggling skills	Flag games	Cooperative games	Soccer lead-ups

### 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

*C. Explain the role of My Plate in helping people eat a healthy diet.*

#### Enduring Understanding

It is essential to eat a properly balanced diet for optimum health.

#### Essential Questions

How does My Plate apply to choosing proper food amount and type?

## Essential Learnings

14	Explains role of My Plate in helping to choose food types and amounts to eat
	Identifies 5 food groups (fruit, vegetables, grains, dairy, protein).
	Identifies and explains the role of nutrients (carbohydrates, fat, protein, vitamins, minerals, water).
	Determine the food groups into which specific foods fit.
	Identifies types of food to increase and types to limit.
	Identifies key information located on a food label.

**Key Academic Vocabulary:** My Plate; food groups, fruit, vegetables, grains, dairy, protein; nutrients, vitamins, minerals, fat, protein, carbohydrates, water, moderation

## Teaching for Understanding

### Essential Learnings

14	Explains role of My Plate in helping to choose food types and amounts to eat
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### Learning Activities

<a href="#">Brainpop Jr.</a> food group “spinner” game	School cafeteria; <a href="#">Nutrislice</a>	<a href="#">Nutrition</a> , Bill Nye	<a href="#">My Plate</a> graphic organizer
<a href="#">Gregory the Terrible Eater</a> , Mitchell Sharmat	<a href="#">For Lunch</a> , Magic School Bus	Body fat replicas	Food models

### Evidence of Learning

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

## Suggested Timeline

Topic	Suggested Timeframe
Second grade skill and concept review	2 classes: beginning of school year
FITT principle	1 class introduction: developed throughout school year
Fitness test procedures and practice	1 class introduction; developed throughout school year
Locomotor movement identification	1 class
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
Chasing, fleeing, dodging concepts	1 class introduction; developed throughout school year
Time, force, and relationship concepts	1 class introduction; developed throughout school year
Passing and shooting concepts	2 classes
Hand dribbling activities	1 class
Sportsmanship concepts	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
Throwing activities	2 classes
Catching activities	2 classes
Striking activities	2 classes
Children's dances	2 classes
3rd grade health lessons (nutrition)	8 classes
Review and reinforce third grade topics as necessary	8 classes
Teacher's choice of standards-driven activities	4 classes

## Assessment

### Evidence of Learning

### Assessment Focus

Manipulative Skills: Underhand Throw, Catch, Hand Dribble, Strike with handled implement

### Rubric

<b>S</b>	Consistently demonstrates 4 targeted manipulative skills.
	Demonstrates reasonable accuracy, ball, and body control when appropriate.
	Able to catch from a partner.
	Able to strike with a handled implement.
<b>P</b>	Consistently demonstrates of 2-3 targeted manipulative skills.
	Demonstrates reasonable accuracy, ball, and body control when appropriate.
	Able to catch from a partner.
	Able to strike with a handled implement.
<b>N</b>	Inconsistently demonstrates targeted manipulative skills.
	Demonstrates reasonable accuracy, ball, and body control when appropriate.
	Able to catch from a partner.
	Able to strike with a handled implement.

### Assessment Strategy

- Teacher Observation
- Participation
- Manipulative Skills Checklist

## Assessment Evidence of Learning

### Assessment Focus

Health-Related Fitness Concepts: F.I.T.T. principle of exercise; fitness test introduction

### Rubric

<b>S</b>	Able to identify 4 components of the F.I.T.T. principle of exercise; practices 5 fitness tests.
	Identifies frequency, intensity, time, and type.
	Practices P.A.C.E.R. test, sit-ups test, push-ups test, sit-and-reach test, and shoulder flexibility test.
<b>P</b>	Able to identify 2-3 components of the F.I.T.T. principle of exercise; practices 5 fitness tests.
	Identifies frequency, intensity, time, and type.
	Practices P.A.C.E.R. test, sit-ups test, push-ups test, sit-and-reach test, and shoulder flexibility test.
<b>N</b>	Able to identify 0-1 components of the F.I.T.T. principle of exercise; practices 5 fitness tests.
	Identifies frequency, intensity, time, and type.
	Practices P.A.C.E.R. test, sit-ups test, push-ups test, sit-and-reach test, and shoulder flexibility test.

### Assessment Strategy

- Teacher Observation
- Participation
- F.I.T.T. Principle Identification quiz

## Fitness Test Descriptions

### **P.A.C.E.R.**

Measures cardio-vascular endurance: A paced, 20-meter (or 15-meter depending on your available space) shuttle run increasing in intensity as time progresses. Set to a specified audio track.

### **Sit-Up**

Measures muscle endurance: Students lie down with knees bent, feet unanchored, and palms flat on floor. Students sit up while sliding hands on floor until fingers touch back of sneakers. Students complete as many repetitions as possible to a maximum of 80. Set to a specified audio track.

### **Push-Up**

Measures muscle strength: Students lower and raise body to and from a 90-degree elbow angle while keeping back straight. Students complete as many repetitions as possible. Set to a specified audio track.

### **Sit-and-Reach (Left, Right Leg)**

Measures lower- body flexibility: Students sit with test leg straight against a box, and opposite leg folded inward (figure four), bent at the knee. Students place one hand over the other and slide the mechanism forward in one fluid motion.

### **Shoulder Flexibility**

Measures upper- body flexibility: Students try to touch their opposite-hand fingers together with one arm over the shoulder and one arm tucked under and behind the back; switch arm positions and repeat.

### Nutrition: My Plate Assessment

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

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

Directions: Identify each section of My Plate; list 3 foods from each group on the back of this page (1 point each).



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

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

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

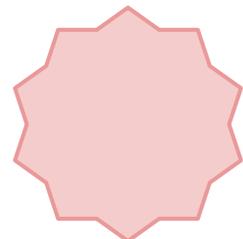
5. \_\_\_\_\_

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

6. List 3 foods from each group on the back.

#### Rubric

- S** 18-20 points
- P** 14-17 points
- N** 0-13 points



**Your Score**

**Student Learning Objective**

## Educator Effectiveness

**SLO Goal**

<b>Goal Statement</b>	Students will demonstrate the ability to identify and perform 8 targeted locomotor movement patterns (walking, jogging, hopping, jumping, galloping, skipping, leaping, sliding).
<b>PA Standards</b>	10.4.3.A, 10.5.3.A
<b>Rationale</b>	Student comprehension of locomotor movement can be evaluated through a curriculum-driven, standardized, district assessment requiring identification and performance of each locomotor movement pattern.

**Performance Indicators**

<b>Targets: All Students</b>	PI Target #1: Students will achieve ME or EX on the Locomotor Movement Identification and Performance Assessment
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**Performance Measure**

<b>Name</b>	PM #1: Locomotor Movement Identification and Performance Assessment	<b>Type</b>	District-designed Measures and Examinations
<b>Purpose</b>	PM #1: Measures student ability to identify and demonstrate targeted locomotor movement patterns	<b>Metric</b>	Mastery (attainment of a defined level of achievement).
<b>Administration Frequency</b>	PM #1 Locomotor Movement Identification and Performance Assessment given once per year at the teacher's discretion..	<b>Adaptations/Modifications</b>	All adaptations will be developed on a case-by-case basis, based upon individual IEP parameters.
<b>Resources</b>	PM #1 Locomotor Movement Identification and Performance Assessment	<b>Scoring Tools</b>	PM #1: District-approved rubric for Locomotor Movement Identification and Performance Assessment
<b>Administration and Scoring Personnel</b>	PM #1: Certified wellness teacher can administer and score all performance indicator tasks.	<b>Performance Reporting</b>	PM #1: Scores will be reported as a summary report of students who meet the performance indicator.

## Locomotor Movement Identification and Performance Year-End Standard Assessment

### Part 1: Identification

Activity: Movement Quiz

<b>4</b>	8 correct
<b>3</b>	5-7 correct
<b>2</b>	3-4 correct
<b>1</b>	1-2 correct

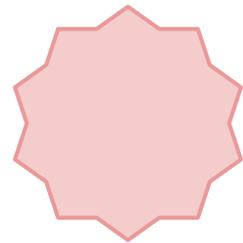
### Part 2: Performance

Activity: Partner Follow-the-Leader; Motor Square

<b>4</b>	8 observed
<b>3</b>	5-7 observed
<b>2</b>	3-4 observed
<b>1</b>	1-2 observed

## Rubric

<b>EX</b>	8 points
<b>ME</b>	6-7 points
<b>AP</b>	3-5 points
<b>BE</b>	0-2 points



**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. \_\_\_\_\_

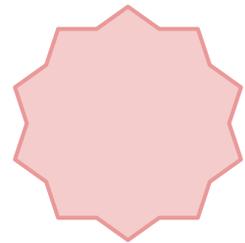
7. \_\_\_\_\_

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

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

### Rubric

<b>4</b>	8 correct
<b>3</b>	5-7 correct
<b>2</b>	3-4 correct
<b>1</b>	1-2 correct



**Your Score**