

Souderton Area School District Fourth Grade Wellness Overview

Course Description

Students in fourth grade continue to develop sport-specific skills, and explore strategies and techniques to enhance performance. Expanded FITT principle concept familiarity will enable students to accurately assess health-enhancing exercise. They will continue to successfully work with others of varying skills in cooperative and team activities. Drug and alcohol education is the focal point of 4th grade health lessons.

Effective Components of Fourth Grade Wellness Education

- Fourth 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.

Fourth Grade Wellness Education Key Skills and Concepts

| | | |
|-----------------------|---------------|------------|
| FITT principle | Frequency | Intensity |
| Time | Type | Teamwork |
| Accountability | Collaboration | Strategy |
| Invasion | Agility | Offense |
| Defense | Lead-up | Leadership |
| Foot-eye coordination | Roles | Sharing |

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"/> Fitness Test Tracking |
| <input type="checkbox"/> Portfolios | <input type="checkbox"/> Growth Over Time |
| <input type="checkbox"/> Quizzes | <input type="checkbox"/> SLO Achievement |

Essential Questions

How does skill mastery impact sport performance?

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

Why is it necessary to participate in activities that involve muscular strength, muscular endurance, flexibility, and cardiovascular endurance?

Does a group have to complete the task in order to be successful?

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 Fourth 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 fourth 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 fourth 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 fourth 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 fourth 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 fourth 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).
- D. Know age-appropriate drug information (definition of drugs, effects of drugs, proper use of medicine, healthy/unhealthy risk-taking, skills to avoid drugs)

10.2.3 Healthful Living

- B. Identify health-related information (signs and symbols, terminology, products and services).
- C. Know 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.

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

| | |
|---|--|
| 1 | Demonstrates grade-appropriate locomotor movements |
| | Uses various locomotor skills in a variety of small-sided practice-tasks. |
| | Runs for distance using a mature pattern. |
| | Combines traveling with manipulative skills of dribbling, throwing, catching, and striking in teacher- and/or student-designed small-sided practice tasks. |
| 2 | Demonstrates grade-appropriate non locomotor movements |
| | Balances on different bases of support demonstrating levels and shapes. |
| | Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to participate in dance activities. |

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.

| | |
|----------|--|
| 3 | Demonstrates grade-appropriate manipulative skills |
| | Throws overarm using a mature pattern in a non-dynamic environment. |
| | Throws overarm to a partner or at a target with accuracy at a reasonable distance. |
| | Throws to a moving partner with reasonable accuracy in various environments |
| | Catches a thrown ball above the head, at chest/waist level, and below the waist in various environments. |
| | Dribbles in self-space with both the preferred and non-preferred hand using a mature pattern. |
| | Dribbles in general space with control of ball and body while increasing and decreasing speed. |
| | Dribbles with foot in general space with control of ball and body while increasing and decreasing speed. |
| | Receives and passes a ball with the insides of the feet to a moving partner in various environments. |
| | Receives and passes a ball with the outsides and insides of the feet to a stationary partner, “giving” on reception before returning the pass. |
| | Dribbles with hands/feet in combination with other skills (e.g. passing, receiving, shooting). |
| | Kicks along the ground and in the air, and punts using mature patterns. |
| | Underhand volleys, using a mature pattern, in various environments (e.g., 2 square, 4 square, handball). |
| | Strikes/volleys with a two-hand overhead pattern, sending a ball upward while demonstrating critical elements of a mature pattern. |
| | Strikes an object with a short-handled implement while demonstrating a mature pattern. |

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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.

| | |
|---|---|
| 3 | Demonstrates grade-appropriate manipulative skills (continued) |
| | Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall. |
| | Strikes an object with a long-handled implement (e.g., hockey stick, golf club, bat/tennis/badminton racket), while demonstrating at critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane, and follow-through). |
| | Combines traveling with the manipulative skills of dribbling, throwing, catching, and striking in teacher- and/or student-designed small-sided practice task environments. |
| | Creates a jump rope routine with a short or long rope. |

Key Academic Vocabulary: passing, receiving, shooting,

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 | Jump rope activities | 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 |
| | Applies the concept of open space to combination skills involving travelling (e.g., dribbling and travelling). |
| | Applies the concept of closing spaces in small-sided practice tasks. |
| | Dribbles in general space with changes in direction and speed. |
| | Combines movement concepts with skills in small-sided practice tasks, and dance environments. |
| | Applies the movement concepts of speed, endurance, and pacing for running. |
| | Applies the concepts of direction and force when striking an object with a short-handled implement, sending it toward a designated target. |
| | Applies simple offensive strategies/tactics in chasing and fleeing activities. |
| | Applies simple defensive strategies/tactics in chasing and fleeing activities. |
| | Recognizes the different types of kicks needed for different games/sports situations. |

Key Academic Vocabulary: offense, defense

Teaching for Understanding

Essential Learnings

| | |
|---|--|
| 4 | Demonstrates grade-appropriate movement concepts |
|---|--|

Learning Activities

| | | | |
|----------------|------------------------|-------------------|----------------------|
| Tag games | Stunts | Stability ball | Creative movements |
| Balance beam | Aerobic steps | Light weights | Hula hoop activities |
| Stretch bands | Cupid Shuffle | BOSU trainer | Square Dance |
| 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 |
| | Analyzes opportunities for participating in physical activity outside wellness class. |
| | Actively engages in the activities of wellness class, both teacher-directed and independent. |
| | Identifies the components of health-related fitness. |
| | Demonstrates warm-up and cool-down relative to the cardio-respiratory fitness assessment. |
| | Completes fitness assessments. |
| | Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas. |
| | Discusses the importance of hydration and hydration choices relative to physical activities. |

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

Teaching for Understanding

Essential Learnings

| | |
|---|--|
| 5 | Demonstrates grade-appropriate physical activity knowledge |
|---|--|

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 responsible behavior in independent group situations. |
| | Reflects on personal social behavior in physical activity. |
| 7 | Demonstrates acceptance of feedback |
| | Listens respectfully to corrective feedback from others (e.g., peers, adults). |
| 8 | Demonstrates ability to work with others |
| | Praises the movement performance of others both more-and less-skilled. |
| | Accepts “players” of all skill levels into the physical activity. |
| 9 | Demonstrates understanding of rules and etiquette |
| | Exhibits etiquette and adherence to rules in a variety of physical activities. |
| 10 | Demonstrates understanding of safety concepts |
| | Works safely with peers and equipment in physical activity setting. |

Key Academic Vocabulary: peers; skill-levels; etiquette, responsibility, respect, honesty

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 | Soccer 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 | Flying disc activities | Comodore's Retreat |
| Toxic Waste | Line-up activities | Electric fence | Long jump rope activities |
| Ship-to-Shore | Noodle activities | Jump bands/Tinikling | |

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 |
| | Examines the health benefits of participating in physical activity. |
| 12 | Recognizes the challenge of physical activity |
| | Rates the enjoyment of participating in challenging and mastered physical activities. |
| 13 | Reflects on self-expression/enjoyment of physical activity |
| | Ranks the enjoyment of participating in physical activities. |
| | Describes/compares the social interactions when engaged in partner, small-group, and large-group physical activities. |

Key Academic Vocabulary: social interactions

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 | Soccer lead-ups | 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 | Flying disc activities | 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 |

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

D. Know age-appropriate drug information (definition of drugs, effects of drugs, proper use of medicine, healthy/unhealthy risk-taking, skills to avoid drugs)

Enduring Understanding

Drugs are substances that alter the body's ability to function normally.

Essential Questions

How does drug use affect a person?

Essential Learnings

| | |
|----|--|
| 14 | Demonstrates comprehension of age-appropriate drug information |
| | Defines drugs. |
| | Identifies tobacco, alcohol, illegal drugs, prescription drugs, and over-the-counter medication. |
| | Explains factors that influence childhood and adolescent drug use (peer pressure, social acceptance, stress, media, rules and consequences). |

Key Academic Vocabulary: drugs, alcohol, tobacco, illegal drugs, over-the-counter, prescription, peer pressure

Teaching for Understanding

Essential Learnings

| | |
|----|--|
| 14 | Demonstrates comprehension of age-appropriate drug information |
|----|--|

Learning Activities

| | | | |
|---|----------------------------------|--|---|
| Brainpop drugs | Brainpop alcohol | Respiration , Bill Nye | The Wizard of No , J. Gary Marshall |
| The Boy and the Hat , Neal Starkman | Local police officer | Tar jar | Mr. Gross Mouth |

Evidence of Learning

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

Suggested Timeline

| Topic | Suggested Timeframe |
|---|--|
| Third 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 |
| Lead-up sport activities | 6 classes |
| 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 |
| Large team games (strategy, invasion, chasing) | 2 classes |
| Passing and shooting concepts | 2 classes |
| Cooperative learning activities | 4 classes |
| Jump rope skills | 1 class introduction; developed throughout school year |
| Sustained moderate to vigorous physical activity | 1 class introduction; developed throughout school year |
| Striking activities | 2 classes |
| Children's dances | 2 classes |
| 4th grade health lessons (drugs and alcohol) | 8 classes |
| Review and reinforce fourth grade topics as necessary | 8 classes |
| Teacher's choice of standards-driven activities | 4 classes |

Assessment

Evidence of Learning

Assessment Focus

Manipulative Skills: Use of various skills in lead-up sports

Rubric

| | |
|----------|--|
| S | Consistently demonstrates manipulative skills in lead-up sports. |
| | Demonstrates reasonable accuracy, ball, and body control when appropriate. |
| | Able to catch from a partner. |
| | Able to strike with a handled implement. |
| P | Demonstrates manipulative skills in lead-up sports most of the time. |
| | Demonstrates reasonable accuracy, ball, and body control when appropriate. |
| | Able to catch from a partner. |
| | Able to strike with a handled implement. |
| N | 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

Assessment

Evidence of Learning

Assessment Focus

Health-Related Fitness Concepts: Fitness Tests

Rubric

| | |
|----------|--|
| S | Participates in, and correctly records scores for 5 targeted fitness tests |
| | Participates in P.A.C.E.R. test, sit-ups test, push-ups test, sit-and-reach test, and shoulder flexibility test. |
| | Records scores using teacher-preferred tracking method (e.g., spreadsheet, paper-and-pencil graph, etc.) |
| P | Participates in, and correctly records scores for 3-4 targeted fitness tests |
| | Participates in P.A.C.E.R. test, sit-ups test, push-ups test, sit-and-reach test, and shoulder flexibility test. |
| | Records scores using teacher-preferred tracking method (e.g., spreadsheet, paper-and-pencil graph, etc.) |
| N | Participates in, and correctly records scores for 0-2 targeted fitness tests |
| | Participates in P.A.C.E.R. test, sit-ups test, push-ups test, sit-and-reach test, and shoulder flexibility test. |
| | Records scores using teacher-preferred tracking method (e.g., spreadsheet, paper-and-pencil graph, etc.) |

Assessment Strategy

- Teacher Observation
- Participation
- Fitness test tracking program

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.

Drugs, Alcohol, and Tobacco: Advertisement

Name: _____

Room: _____

Directions: Design and illustrate an advertisement that would encourage a person to stop personal drug-abuse, or never become involved with it (drugs, tobacco, or alcohol can be the focal point)

Criteria

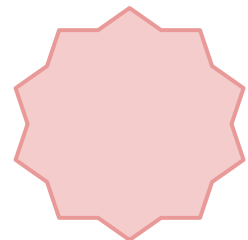
1. Information must be accurate and factual.
2. Advertisement must be elementary-appropriate.
3. Advertisement must be edited, final-draft quality.

Sample



Rubric

| | |
|----------|--------------------|
| S | Meets 3 criteria |
| P | Meets 2 criteria |
| N | Meets 0-1 criteria |



Your Score

Cooperative Learning Year-End Standard Assessment

Name: _____

Room: _____

Directions: Pick 'Always' or 'Sometimes' for each cooperative learning setting. Answer the questions that follow.

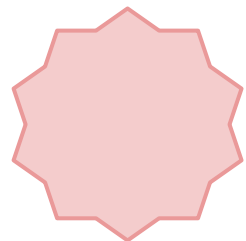
| Gets Along With... | Self-Evaluation | | Teacher Observation | |
|--------------------|-----------------|-----------|---------------------|--------------|
| | Always | Sometimes | Observed | Not Observed |
| Self | | | | |
| Partners | | | | |
| Small Groups/Teams | | | | |
| Class | | | | |

1. What is cooperation?

2. Which cooperative learning activity was your favorite? Why?

Rubric

| | |
|-----------|-------------|
| EX | 9-10 points |
| ME | 7-8 points |
| AP | 3-6 points |
| BE | 0-2 points |



Your Score