

GRADES 3-5 FOCUS STANDARDS FOR LOCOMOTOR & MANIPULATIVE GAMES



Student expectations, performance outcomes, standards, and benchmarks by the end of grade five.

Overarching Standards

(all Tandalay Focus Standards follow this format):

1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
3. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
4. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.
5. Participates regularly in physical activity and achieves and maintains a health-enhancing level of physical fitness (a.), and demonstrates understanding of fitness principles and concepts (b).

General Rubric Scoring: *(see each standard for more specific criteria)*

- 0 = Student refuses to participate (blank score = student absence).
- 1 = Student is unable to perform/complete the standard.
- 2 = Practice time is recommended.
- 3 = Student is progressing.
- 4 = Student has mastered the standard.
- 5 = Student is performing beyond mastery of stated standard.

FOCUS STANDARDS FOR LOCOMOTOR & MANIPULATIVE GAMES

UNPACKED FOCUS STANDARDS WITH SUGGESTED ACTIVITIES

1. Motor skills and movement patterns:

STANDARD 1a: Leap, leading with either foot (NASPE Benchmark for fourth grade).

1. Unpack:
 - What is the verb: Leap
 - What is the skill or content: Leaping
2. Evidence of learning:
 - The student can leap, leading with either foot.

3. Assessment tool/task:
 - Structured observation: The student will leap, leading with either foot.
4. Criteria for competence:
 - Leaping is the transfer of body weight from one foot to the other.
 - Demonstrate a leap by doing the following:
 - Run for a few steps before leaping.
 - Use the lead foot to stretch forward as the arms stretch upward.
 - When landing, bend the knee of the lead foot to absorb the shock.

Recommended Activity: Lily-Pad Leaders

- Place the hoops randomly throughout the designated play area.
- Form teams of 4-6 players.
- On "go" signal, the lead frog (King/Queen Frog) from each group takes his/her pollywogs on a journey through the Lily-pads.
- Encourage your King Frogs to **leap, leading with either foot** to the lily-pads.
- On whistle blow, change lead frogs, with the second in group taking over, while former leader goes to the back.
- Each leader should try to do a different move, and follow different pathways through the Lily-pads.
- Play until everyone has had a chance to be the Lily-pad Leader.

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STANDARD 1a: Leap, leading with either foot (NASPE Benchmark for fourth grade).

0 points	Student refused attempt. Student absence = BLANK score.
1 point	Student demonstrates random attempts to leap, leading with either foot.
2 points	Student demonstrates the initial stage for leaping, leading with either foot.
3 points	Student demonstrates the elementary stage for leaping, leading with either foot.
4 points	Student demonstrates the mature stage for leaping, leading with either foot.
5 points	Student demonstrates the mature stage for leaping, leading with either foot in an open setting.

STANDARD 1b: Chase, flee, and move away from others in a constantly changing environment (CA 3-1.1).

1. Unpack:
 - What is the verb: Chase, flee, and move
 - What is the skill or content: Moving from other in a changing environment
2. Evidence of learning:
 - The student can chase, flee, and move away from others in a constantly changing environment.

3. Assessment tool/task:
 - Structured observation: The student will chase, flee, and move away from others in a constantly changing environment.
4. Criteria for competence:
 - Chasing: running after someone or something.
 - Fleeing: running away from someone or something
 - When chasing or fleeing be careful not to hurt the person or lead them into a dangerous situation (such as a street or driveway).
 - Inform students of a signal that will change the situation. I will blow the whistle twice when I want you to stop chasing your partner and start fleeing from them.

Recommended Activity: Wolves and Rabbits

- Scatter hula hoops randomly around the playing area.
- Teacher designates students (about 10% of class) as wolves. The rest are rabbits.
- Wolves begin the game by standing with their pack in the center of the playing area.
- The rabbits must all be in a rabbit-hole (hoop). They are "safe" as long as one foot is inside the hoop.
- Rabbits stay in their holes until the wolf-pack unites in the center and howls together. "Oooooowwww!"
- At the sound of the howl, rabbits must **flee** from the wolves that are **chasing** them and find a NEW rabbit hole.
- OPTION 1: Once tagged by a wolf, the rabbit then goes to the middle where they join the wolf pack. Play until there are about 4 rabbits left, and they begin the next game as the wolves. OR
- OPTION 2: When tagged by a wolf, they TRADE places. The rabbit becomes a wolf, and now the wolf joins the rabbits. Continuous play with new wolves in every round.

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STANDARD 1b: Chase, flee, and move away from others in a constantly changing environment (CA 3-1.1).

0 points	Student refused attempt. Student absence = BLANK score.
1 point	Student demonstrates random attempts to chase, flee, and move away from others in a constantly changing environment.
2 points	Student demonstrates the initial stage for chasing, fleeing, and moving away from others in a constantly changing environment.
3 points	Student demonstrates the elementary stage for chasing, fleeing, and moving away from others in a constantly changing environment.
4 points	Student demonstrates the mature stage for chasing, fleeing, and moving away from others in a constantly changing environment.
5 points	Student demonstrates the mature stage for chasing, fleeing, and moving away from others in a constantly changing environment in an open/game setting.

STANDARD 1c: While traveling, avoid or catch an individual or object (NASPE Benchmark for fourth grade).

1. Unpack:
 - What is the verb: While traveling
 - What is the skill or content: avoiding or catching individuals or objects

2. Evidence of learning:
 - The student can avoid or catch an individual or object.
3. Assessment tool/task:
 - Structured observation: The student will avoid or catch and individual or object.
4. Criteria for competence:
 - Demonstrate how to properly avoid or tag (“catch”) a person or thing by moving toward the object and gently tapping it or picking it up. Remember to be gentle when tagging someone.
 - Demonstrate how to avoid or dodge an object while walking by stepping around the object or turning and moving in another direction. Be aware of the people and objects around you, and be sure not to bump into anyone or anything.

Recommended Activity: ROYAL FLUSH with Fluffilos

- Everybody has a Fluffilo.
- All **taggers** aim for the feet of other players while they **avoid** other opponents.
- When tagged, players make a "4" shape with their legs, by crossing ankle over knee, and make a circle with their arms over the top of their legs. They should look a little like a toilet when they do this move!
- To get freed, any player may toss their Fluffilo into the toilet: a Royal Flush!
- Great game for learning balance, dodging and fleeing, and helping others!
- Continuous play!

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STANDARD 1c: While traveling, avoid or catch an individual or object (NASPE Benchmark for fourth grade).

0 points	Student refused attempt. Student absence = BLANK score.
1 point	Student demonstrates random attempts to avoid or catch an individual or object while traveling.
2 points	Student demonstrates the initial stage for avoiding or catching an individual or object while traveling.
3 points	Student demonstrates the elementary stage for avoiding or catching an individual or object while traveling.
4 points	Student demonstrates the mature stage for avoiding or catching an individual or object while traveling.
5 points	Student demonstrates the mature stage for avoiding or catching an individual or object while traveling in an open setting.

STANDARD 1d: Jump for distance using proper takeoff and landing form (NASPE Standard 1); Jump for distance, using proper takeoff and landing form (CA 5-1.3).

1. Unpack:
 - What is the verb: Jump
 - What is the level of proficiency: Proper takeoff and landing form
 - What is the skill or content: Jumping for distance
2. Evidence of learning:
 - The student can jump for distance using proper takeoff and landing form.

3. Assessment tool/task:
 - Structured observation: The student will jump for distance using proper takeoff and landing form.
4. Criteria for competence:
 - Jumping is a transfer of weight from one or both feet to both feet.
 - In order to jump far a person must either start by running a few steps or by swinging the arms.
 - Demonstrate the jump by bending the hips, knees, and ankles.
 - After swinging the arms a few times, push off the ground with the legs and feet (be sure to do all movements at the same time).
 - When landing, bring the arms and body forward, bend the knees, and land with the feet parallel.

Recommended Activity: Kangaroo Team Challenge

- Objective: to practice proper take-off and landing form when jumping for distance.
- Keep same teams.
- Establish a starting line and a finish line.
- Demonstrate how to jump as far as possible by swinging the arms, bending the legs, and propelling self forward.
- Objective: to cross the field with the FEWEST possible jumps – NOT the fastest time.
- On “go” signal, ALL players begin jumping (both feet) across the field.
- When all players from the team have made it across, they get together and add up their team score.
- Repeat, trying to improve their own individual team score with each trial.

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STANDARD 1d: Jump for distance using proper takeoff and landing form (NASPE Standard 1); Jump for distance, using proper takeoff and landing form (CA 5-1.3).

0 points	Student refused attempt. Student absence = BLANK score.
1 point	Student demonstrates random attempts to jump for distance using proper takeoff and landing form.
2 points	Student demonstrates the initial stage for jumping for distance using proper takeoff and landing form.
3 points	Student demonstrates the elementary stage for jumping for distance using proper takeoff and landing form.
4 points	Student demonstrates the mature stage for jumping for distance using proper takeoff and landing form.
5 points	Student demonstrates the mature stage for jumping for distance using proper takeoff and landing form in an open setting.

STANDARD 2: Recognize fundamental components and strategies used in simple games and activities (NASPE Benchmark for fourth grade).

1. Unpack:
 - What is the verb: Recognize
 - What is the skill or content: Fundamental components and strategies for games

2. Evidence of learning:
 - The student can recognize fundamental components and strategies used in simple games and activities.
3. Assessment tool/task:
 - Structured observation: The student will recognize fundamental components and strategies used in simple games and activities.
4. Criteria for competence:
 - Fundamental components: The things that are necessary to complete the games and activities.
 - A goal or objective - something that determines successful completion of the activity or the winner of the game.
 - Mode of movement - running, dodging, jumping, skipping, hopping, etc.
 - Game: offense and defense.
 - Equipment needs for games - ball, goal, boundaries, people. Games and Activities: Rules!
 - Sportsmanship, Teamwork, Integrity, Cooperation and Kindness!
 - Strategies: A plan, method, or series of maneuvers for obtaining a specific goal or result.
 - Will you run fast or slow? Will you stay high or crouch down low? Are you going to curve around or zig-zag through your opponents?
 - Are you able to find open space (get open)? Evade your opponents with dodging?
 - Are you going to work together or separately? Can you come up with a group plan for the team?
 - Can you identify one or more methods for improving your individual or team performance?

Recommended Activity: Bears vs. Crabs (great for building upper body strength and endurance!)

- Divide the class into 2-4 teams.
- Each team has a hoop of yarn balls (food) with an equal number in each hoop.
- Place the hoops at opposite ends of the playing area, or at the four (or three) corners.
- Objective: to have the highest number of yarn balls (have the most food) in your hoop when the teacher calls time.
- **Have all teams start as the same animal - bears or crabs.**
- Crabs move in crab-walk position (on all fours-tummy up) and carry one yarn ball at a time under the chin or on tummy.
- Bears move in bear-crawl position (on all fours-tummy down) and carry one yarn ball at a time under the chin or tucked into shirt.
- On "GO!" signal, players travel to the other team's hoops to retrieve yarn balls (food) and carry them back to their own hoops.
- Guarding hoops is not allowed. This is an offense-only game.
- When time is called, count up the "food" in the hoops. Highest number wins!
- To keep students from getting fatigued too quickly, have them change from bears to crabs on your whistle blow (nothing changes EXCEPT the way they move). Blow the whistle to change positions frequently.
- Play a number of short, fun rounds to give each team more opportunities to win!
- Encourage teamwork and strategy. Can you come up with a strategy that might improve your teams' chances for winning?

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STANDARD 2: Recognize fundamental components and strategies used in simple games and activities (NASPE Benchmark for fourth grade).

0 points	Student refused attempt. Student absence = BLANK score.
1 point	Student is unable to recognize components and strategies used in simple games and activities.
2 points	Student recognizes some components or strategies used in simple games and activities.
3 points	Student recognizes most components and strategies used in simple games and activities.
4 points	Student recognizes the fundamental components and strategies used in simple games and activities.
5 points	Student fully recognizes the fundamental components and strategies used in simple games and activities, and uses this knowledge in all game settings.

STANDARD 3: Distinguish between compliance and non-compliance with game rules and fair play (NASPE Benchmark for fourth grade).

1. Unpack:
 - What is the verb: Distinguish
 - What is the skill or content: Compliance and non-compliance
2. Evidence of learning:
 - The student can distinguish between compliance and non-compliance with game rules and fair play.
3. Assessment tool/task:
 - Writing assignment: "Distinguish between compliance and non-compliance with game rules and fair play. Provide at least 4 examples of being compliant and 4 examples of being non-compliant."
4. Criteria for competence:
 - When we play games you must listen to directions and follow my lead because it is dangerous if you do not follow directions.
 - We all want to have fun, but your safety is what is most important.
 - Demonstrate (have students assist if necessary) how to properly play a game, and then demonstrate how to improperly play the game.
 - Which of these two scenarios was the correct way to play the game? (The first scenario!)

Recommended Activity: Role Play and Write

- Discuss compliance (choosing to follow the rules with a positive attitude) and non-compliance (choosing to ignore the rules).
- Students will role play situations where they are compliant ("That sounds great! Let's give it our best effort!") and non-compliant ("I don't care what the rules are, I'm going to play how I want to play.").
- Students will write a paragraph explain the difference between compliance and non-compliance.

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STANDARD 3: Distinguish between compliance and non-compliance with game rules and fair play (NASPE Benchmark for fourth grade).

0 points	Student refused attempt. Student absence = BLANK score.
1 point	Student is unable to provide an essay about being compliant and non-compliant.
2 points	Student provides an essay with 1 example of being compliant and 1 example of being non-compliant.
3 points	Student provides an essay with 2-3 examples of being compliant and 2-3 examples of being non-compliant.
4 points	Student provides an essay with 4 examples of being compliant and 4 examples of being non-compliant.
5 points	Student provides a well-thought out essay distinguishing between compliance and non-compliance. He/she provides more than 4 examples for each.

STANDARD 4: Interact with others by helping with their physical activity challenges (NASPE Standard 6).

1. Unpack:
 - What is the verb: Interact
 - What is the skill or content: Helping others
2. Evidence of learning:
 - The student can interact with others by helping with their physical activity challenges.
3. Assessment tool/task:
 - Structured observation: The student will interact with others by helping with their physical activity challenges.
4. Criteria for competence:
 - Each person has his or her own gifts and talents. We need to help one another if one of our classmates is struggling with something. Wouldn't you want someone to help you if you were having a hard time? (Yes!)

Recommended Activity: Lend a Helping Hand

- Discuss the benefits of helping others with their physical activity challenges (Examples: If everyone knows the proper movements, the game will flow smoothly and everyone will have more fun... You will feel better knowing that you have helped someone... etc.).
- Be a good friend and lend a helping hand when someone is having trouble with an activity.
- Explain that you will be looking for those that help out their teammates or even their opponents!
- Praise those who go out of their way to help a classmate in need.

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STANDARD 4: Interact with others by helping with their physical activity challenges (NASPE Standard 6).

0 points	Student refused attempt. Student absence = BLANK score.
1 point	Student is unable to interact with others.

2 points	Student rarely helps others. He/she is not patient enough to help improve a skill.
3 points	Student helps others some of the time. He/she is more apt to help friends instead of students he/she does not regularly communicate with.
4 points	Student interacts with others by helping with his/her physical activity challenges.
5 points	Student goes out of his/her way to help others in need. He/she is patient and helps until the individual shows some improvement.

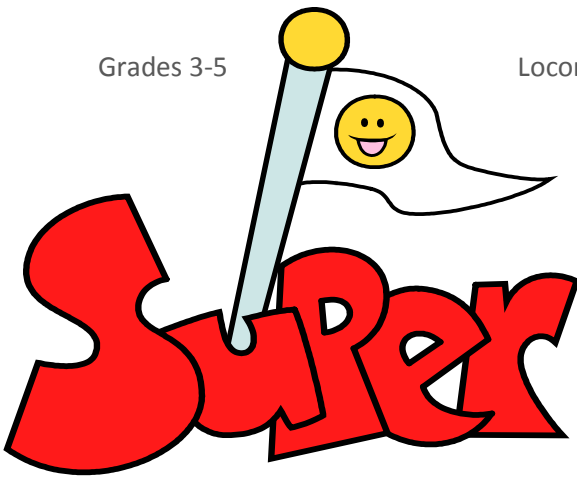
STANDARD 5: Newsletter topic/written assessment: Fitness Concepts Explain why the body needs water before, during, and after physical activity (CA 4-4.5). Explain why dehydration impairs temperature regulation and physical and mental performance (CA 5-4.2). *See unit newsletter.*

- The body heats up when you exercise because the muscles are producing a lot of energy. To regulate the temperature in your body, you will produce sweat. When you sweat you lose a lot of water, so it is important to drink water before, during, and after exercise in order for your body to keep sweating and regulating your temperature (so you don't get too hot!). If you do not have enough water in your body you will become DEHYDRATED. This is dangerous because most of your body is made up of water, and it needs water to function. Dehydration can affect your brain tissue (meaning you will not be able to learn as well), your muscle functioning (which means you will feel weak), and your blood volume (which will make you feel tired). Drinking water will keep you healthy, smart, strong, and full of energy!

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STANDARD 5: Newsletter topic/written assessment: Fitness Concepts Explain why the body needs water before, during, and after physical activity (CA 4-4.5). Explain why dehydration impairs temperature regulation and physical and mental performance (CA 5-4.2). *See unit newsletter.*

0 points	Student refused attempt. Student absence = BLANK score.
1 point	Student is unable to explain why water is important or how dehydration affects the body.
2 points	Student either explains about water needs OR dehydration.
3 points	Student explains why the body needs water after physical activity. He/she explains how dehydration affects temperature OR performance.
4 points	Student explains why the body needs water before, during, and after physical activity, but forgets to take regular water breaks. He/she explains how dehydration impairs temperature and performance.
5 points	Student explains why the body needs water before, during, and after physical activity and makes sure to stop for a drink. He/she explains how dehydration impairs temperature and performance.



Additional Locomotor and Manipulative Games Unit Standards (CA):

STANDARD 3-4.5: Explain that fluid needs are linked to energy expenditure.

1. Unpack:
 - What is the verb: Explain
 - What is the skill or content: Fluid needs and energy expenditure
2. Evidence of learning:
 - The student can explain that fluid needs are linked to energy expenditure.
3. Assessment tool/task:
 - Writing assignment: "Explain how fluid needs are linked to energy expenditure. Provide four explanations."
4. Criteria for competence:
 - The body produces energy through exercise.
 - The body heats up and releases sweat to cool off.
 - Sweat is fluid leaving the body. It must be replaced.
 - The more energy you release, the more fluid you need to take in.

Recommended Activity: Fluid and Energy

- Discuss why fluid needs are linked to energy expenditure.
- Explain that when you sweat, you release fluids that need to be replaced. By drinking water we replace those lost fluids and keep our body temperature cool and our bodies happy!
- To check for comprehension and listening skills, the students will write a paragraph explaining how fluid needs are linked to energy expenditure.

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3-4.5: Explain that fluid needs are linked to energy expenditure.

0 points	Student refused attempt. Student absence = BLANK score.
1 point	Student is unable to provide a satisfactory explanation about fluid needs or energy expenditure.
2 points	Student explains 1 reason (it could be from the reasons above) how fluid needs are linked to energy expenditure.
3 points	Student explains 2 reasons (they could be from the reasons above) how fluid needs are linked to energy expenditure.
4 points	Student explains 3 reasons (they could be from the reasons above) how fluid needs are linked to energy expenditure.
5 points	Student fully explains 4 reasons (they could be the reasons above) how fluid needs are linked to energy expenditure.

STANDARD 3-5.3: List the benefits of following and the risks of not following safety procedures and rules associated with physical activity.

1. Unpack:
 - What is the verb: List
 - What is the skill or content: Safety procedures and rules
2. Evidence of learning:
 - The student can list the benefits of following and the risks of not following safety procedures and rules associated with physical activity.
3. Assessment tool/task:
 - Written assignment: "List the benefits of following and the risks of not following safety procedures and rules associated with physical activity. Provide at least three examples for benefits and at least three examples for risks."
4. Criteria for competence:
 - Benefits:
 - Everyone stays safe and we avoid injuries!
 - The activity runs smoothly.
 - Knowing the directions and listening to the teacher makes it easy to have fun!
 - Risks:
 - Bumping into one another or falling can cause injuries.
 - Using the equipment improperly can damage it and you!
 - Without rules, the game would be chaotic and we wouldn't have fun.

Recommended Activity: Benefits and Risks

- Discuss various safety procedures and rules associated with physical activity (Examples: Stay in your own personal space, always be aware of your surroundings, do not leave equipment laying around, etc.).
- Pass out paper and have the students write "benefits of following procedures and rules" and "risks of not following procedures and rules."
- Students will list as many benefits and risks as they can.
- Allow time for sharing.
- **Scoring Rubric** – enter scores @ www.myPEscore.com

3-5.3: List the benefits of following and the risks of not following safety procedures and rules associated with physical activity.

0 points	Student refused attempt. Student absence = BLANK score.
1 point	Student is unable to provide a list of benefits or risks.
2 points	Student provides 1 example of a benefit and 1 example of a risk.
3 points	Student provides a list of 2 examples of benefits and 2 examples of risks.
4 points	Student provides a list of 3 examples of benefits and 3 examples of risks.
5 points	Student provides a list with more than 3 examples of benefits and more than 3 examples of risks.

STANDARD 3-5.5: Demonstrate respect for individual differences in physical abilities.

1. **Unpack:**
 - What is the verb: Demonstrate
 - What is the skill or content: Respect
2. **Evidence of learning:**
 - The student can demonstrate respect for individual differences in physical abilities.
3. **Assessment tool/task:**
 - Structured observation: The student will demonstrate respect for individual differences in physical abilities.
4. **Criteria for competence:**
 - Each person has his or her own gifts and talents. We all develop differently, and are skilled at different things. Respect your classmates by helping and positively encouraging them.

Recommended Activity: Personal Differences

- Circle talk time!
- Discuss how everyone is different and unique. Explain that our differences make the world a fun and interesting place. Wouldn't it be boring if we were all alike?
- Demonstrate a balancing stunt (Example: Stand on one foot and lean forward with your arms out). Ask, "Can everyone do this stunt EXACTLY like me? I bet everyone is a little bit different. I might hold my arms differently. I might bend less. I might wobble. Does it mean that my stunt is better or worse than yours? (No!) Of course not! Just like there are differences between the way we look, there are differences between the way we do things. If everyone is trying their best, we accept everyone's effort and everyone's differences.
- Now play "Shape Your Body" and encourage everyone to not only accept the differences between one another, but notice how great it is that everyone is doing their own thing! We are all amazingly unique!
- Students make their bodies into specific shapes:
 - Narrow
 - Round
 - Twisted
 - Crooked
 - Small
 - Flat
 - Pointed
 - Wide
 - Curled
- Students move quickly from one shape to another.
- Remind the students to encourage one another by cheering them on or helping them make a shape that they are having trouble with.
- Then slow down, asking students to move as slowly as possible.
- Repeat if desired. Have student's come up with some new and interesting shapes. Allow them to share their shape creations with the rest of the class if time permits.

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3-5.5: Demonstrate respect for individual differences in physical abilities.

0 points	Student refused attempt. Student absence = BLANK score.
1 point	Student is unable to demonstrate respect for individual differences.
2 points	Student rarely demonstrates respect for individual differences.
3 points	Student demonstrates respect for individual differences most of the time.
4 points	Student demonstrates respect for individual differences.
5 points	Student always demonstrates respect for individual differences in all activities and game settings.

STANDARD 5-4.6: Record water intake before, during, and after physical activity.

1. **Unpack:**
 - What is the verb: Record
 - What is the skill or content: Water intake
2. **Evidence of learning:**
 - The student can record water intake before, during, and after physical activity.
3. **Assessment tool/task:**
 - Written assignment: "Record water intake before, during, and after physical activity."
 - Structured observation: The student will record water intake before, during, and after physical activity.
4. **Criteria for competence:**
 - Write down how many ounces or glasses of water you drank today.
 - During exercise, record how much water is consumed.
 - After exercise, write down how much water is taken in.

Recommended Activity: Water Intake Records

- Discuss the need for water. Everyone should drink at least 8 cups of water each day.
- Drinking water is especially important during physical activity.
- Sometimes we don't really know how much water we consume.
- Provide small plastic cups marked with a line that shows one cup. Students will write their name on the cups and reuse them for less waste.
- Each student will record how much water they drink before, during, and after physical activity.
- Students will discuss their water intake with one another and discuss if they met their bodies needs.

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5-4.6: Record water intake before, during, and after physical activity.

0 points	Student refused attempt. Student absence = BLANK score.
1 point	Student is unable to record water intake.
2 points	Student records water intake once (either before, during, or after).
3 points	Student records water intake twice (either before/during or during/after or before/after).
4 points	Student records water intake before, during, and after physical activity only when reminded.
5 points	Student records water intake before, during, and after physical activity without being reminded.

STANDARD 5-5.7: Accommodate individual differences in others' physical abilities in small-group activities.

1. Unpack:
 - What is the verb: Accommodate
 - What is the skill or content: Individual differences
2. Evidence of learning:
 - The student can accommodate individual differences in others' physical abilities in small-group activities.
3. Assessment tool/task:
 - Structured observation: The student will accommodate individual differences in others' physical abilities in small-group activities.
4. Criteria for competence:
 - When working in your groups, use the wonderful, unique talents of your classmates to accomplish your goal.
 - For example, Billy can pass really well, so I would have him pass the ball to Jill. Jill can make a basket from anywhere on the court (but she can't pass very well). If Billy passes the ball to Jill, she can score!

Recommended Activity: Working Together with the Hula Hoop Shuttle

- Discuss the differences among one another. Can everyone run at the same pace? Is everyone perfectly coordinated? Can everyone do the same exact things? (No). That means everyone needs to work together and help others to complete an activity.
- Explain that you will be looking for groups that work together and help each other out.
- **Hula Hoop Shuttle:**
- Groups of 4-6, one hula hoop per group.
- Establish starting and turn-around point.
- When you say "go" the groups will run to – and back from- whatever distance you mark out (ex: next field line or around the hoop marker...) for them.
- One group member will be inside the hoop, and the other group members will be holding onto the outside like a shuttle.

- When the group reaches the designated area they will switch and have someone else in the group be in the center of the hoop.
- The first group to have “shuttled” all of the team members across once wins.
- Everyone must interact together and help one another to get across the field.
- If there are an uneven number of players per team, have the teams with less players have one person “go twice.”
- Play several times so students learn strategies to get across the field more efficiently.

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5-5.7: Accommodate individual differences in others’ physical abilities in small-group activities.

0 points	Student refused attempt. Student absence = BLANK score.
1 point	Student is unable to accommodate individual differences in others' physical abilities.
2 points	Student rarely accommodates individual differences because he/she has not taken the time to see the differences in his/her peers.
3 points	Student accommodates individual differences in others’ physical abilities most of the time (he/she will pay attention to this more when interacting with a friend).
4 points	Student accommodates individual differences in others’ physical abilities in small-group activities.
5 points	Student always accommodates individual differences in others’ physical abilities (he/she uses the talents of others to the fullest and makes sure that he/she interacts with in a way that is accommodating. For example, he/she tosses the ball slower when he/she knows someone has a hard time catching).

