

# Standard 1A: A Movement Sequence Showcase

OAHPERD Convention

December 5

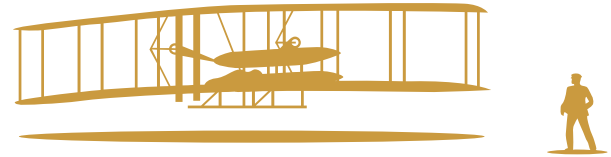
3:45 – 4:30PM



WRIGHT STATE  
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# Session Presenters

- Kevin Lorson
- Wright State HPE Teacher Candidates
  - Maddie Baker
  - Jack Wehe
  - Shelby Woesman



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# Our Session

## **Description:**

- Standard 1A offers an opportunity to showcase students learning skills and movement sequences across locomotor skills, dance, jump rope, fitness and other specialized locomotor skills.

## **Purpose:**

- Highlight strategies, tools, and opportunities transfer learning across Standard 1 Benchmark A and the other benchmarks.

# Session Goals

1. Overview the learning outcomes and assessments aligned with Standard 1A.
2. Share assessment strategies, learning tasks, instructional strategies and supports to enhance student success
3. Identify opportunities to build connections across skills, activities, and learning outcomes.

## Standard 1: A physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
Demonstrate locomotor and non-locomotor skills in a variety of ways.	Combine locomotor and non-locomotor skills into movement patterns.	Demonstrate movement skills and patterns in a variety of individual performance activities and lifetime physical activities.	Demonstrate combined movement skills and patterns in authentic settings.
<ol style="list-style-type: none"><li>1. Demonstrate all fundamental locomotor skills using critical elements.</li><li>2. Combinations of locomotor, non-locomotor, weight transfer and static and dynamic balance skills.</li><li>3. Combinations of non-locomotor and locomotor skills in a movement pattern.</li><li>4. Static and balance skills as part of a movement pattern.</li><li>5. Combinations of rolling and balance skills.</li><li>6. Rhythmic dance steps and sequences</li></ol>	<ol style="list-style-type: none"><li>1. Perform a movement sequence comprised of both basic and intermediate skills (e.g., dance, gymnastics, jump rope) with smooth transitions between those movements.</li><li>2. Jump rope demonstrating a variety of footwork, arm action skills and/or tricks of choice.</li><li>3. Combine balance and transferring weight with movement skills in a gymnastics or dance sequence.</li><li>4. Combine skills in dances with correct rhythm and pattern</li></ol>	<ol style="list-style-type: none"><li>1. Demonstrate a routine that combines movement patterns (e.g., traveling, rolling, balance, weight transfer) into a smooth, flowing sequence coordinated with the music rhythm.</li><li>2. Specialized locomotor and non-locomotor skills in a variety of individual performance activities (e.g., fitness, track and field, martial arts).</li><li>3. Perform a variety of simple dance sequences to the music or rhythm as an individual, with a partner or in a small group.</li></ol>	<ol style="list-style-type: none"><li>1. Design and demonstrate a routine that combines complex movement patterns</li><li>2. Demonstrate consistency in individual specialized skills in health-related fitness activities.</li><li>3. Demonstrate consistency in performing individual specialized skills in a variety of movement forms (e.g., aquatics, outdoor/recreational activities, track and field).</li></ol>

# Standard 1A: Connections

K-2	Grades 3-5	Grades 6-8	High School
Locomotor Skills	Dance Jump Rope Gymnastics	Essential skills in: <ul style="list-style-type: none"> <li>• Fitness</li> <li>• Individual performance activities</li> <li>• Dance sequences</li> </ul>	Specialized (Basic/advanced) skills: <ul style="list-style-type: none"> <li>• Fitness</li> <li>• Individual performance activities</li> <li>• Dance sequences</li> </ul>
Movement Concepts	Fitness Concepts (A)	Fitness Concepts (A)	Fitness Concepts (A)
Personal Responsibility	Personal Responsibility	Personal Responsibility	Personal Responsibility
	Social Responsibility	Social Responsibility	Social Responsibility

# Standard 1A - Content

- Dance
- Fitness skills & gymnastics
- Jump Rope
- Physical Activity Skills\*
  - \*Biking, martial arts, individual performance activities

# Standard 1A – Focus Groups

- Station 1 = Fitness & Gymnastics (Maddie Baker)
- Station 2 = Dance (Shelby Woesman)
- Station 3 = Jump Rope (Jack Wehe)
- Station 4 = Individual Activities (Kevin Lorson)



# Questions to Address

1. What skills are demonstrated in the 1A assessment?
  - Additional possibilities?
2. Teaching Standard 1A how do you build and develop these skills?
  - Instructional strategies and supports
  - Content progression
3. Overview Assessment & Assessment Tasks
  - Assessment strategies
  - Maximizing the assessment
  - Connections to other standards/benchmarks

# Fitness Routine

	Upper Body	Lower Body	Core	Total Body
<b>Foundational</b>	<ul style="list-style-type: none"><li>• <a href="#">Push-ups (modified on knees or against a wall)</a>.</li><li>• <a href="#">Plank holds to build shoulder stability</a>.</li><li>• Basic <a href="#">dumbbell bicep curls</a> or <a href="#">shoulder presses</a>.</li></ul>	<ul style="list-style-type: none"><li>• <a href="#">Bodyweight squats</a>.</li><li>• <a href="#">Step-ups onto a low platform</a>.</li><li>• <a href="#">Glute bridges for hip strength</a>.</li></ul>	<ul style="list-style-type: none"><li>• <a href="#">Forearm planks</a> (static holds).</li><li>• <a href="#">Knee tucks</a>.</li><li>• <a href="#">Bird-dog</a> for balance and core activation.</li></ul>	<ul style="list-style-type: none"><li>• <a href="#">Marching</a> or <a href="#">jogging</a> in place.</li><li>• <a href="#">Step touches</a></li><li>• <a href="#">light jumping jacks</a>..</li></ul>
<b>Intermediate</b>	<ul style="list-style-type: none"><li>• Push-ups with <a href="#">variations</a> (e.g., diamond or wide-arm).</li><li>• <a href="#">Resistance band rows</a> for back strength.</li><li>• <a href="#">Tricep dips</a> on a stable surface.</li></ul>	<ul style="list-style-type: none"><li>• <a href="#">Walking lunges</a> or <a href="#">reverse lunges</a>.</li><li>• Bulgarian <a href="#">split squats</a> with support.</li><li>• Side-to-side <a href="#">lateral squats</a> for agility.</li></ul>	<ul style="list-style-type: none"><li>• <a href="#">Side planks</a> or <a href="#">plank rotations</a>.</li><li>• <a href="#">Russian twists</a> (bodyweight or light weight).</li><li>• <a href="#">Mountain climbers</a> for core engagement and cardio.</li></ul>	<ul style="list-style-type: none"><li>• <a href="#">High knees</a> or <a href="#">butt kicks</a>.</li><li>• <a href="#">Burpees</a> .</li><li>• <a href="#">Skater hops</a> for lateral movement.</li></ul>
<b>Advanced</b>	<ul style="list-style-type: none"><li>• <a href="#">Plyometric push-ups</a> (e.g., clap push-ups).</li><li>• <a href="#">Dumbbell rows</a></li><li>• Compound movements like a <a href="#">burpee</a>.</li></ul>	<ul style="list-style-type: none"><li>• <a href="#">Jump squats</a></li><li>• <a href="#">Kettlebell swings</a></li><li>• <a href="#">Single-leg hops</a></li></ul>	<ul style="list-style-type: none"><li>• <a href="#">Hanging leg raises</a> or toes-to-bar.</li><li>• <a href="#">Weighted sit-ups</a> or <a href="#">ab rollouts</a>.</li><li>• Dynamic moves like <a href="#">plank-to-bear crawl</a> or <a href="#">V-ups</a>.</li></ul>	<ul style="list-style-type: none"><li>• <a href="#">Sprint intervals</a> (in place).</li><li>• <a href="#">Jumping lunges</a> or <a href="#">burpees with a tuck jump</a>.</li><li>• Complex combos like <a href="#">squat-thrust-jump</a> sequences or <a href="#">jump ropes</a>(if available).</li></ul>

## Assessment Task & Rubric

Category	Skill	Present (Check)
Starting		
Upper Body		
Lower Body		
Core		
Total Body (Cardio)		
Ending		

	Advanced	Proficient	Limited
<b>Routine Construction</b>	Routine contains all required elements. Each skill correctly aligned with component	Routine contains all required elements. Skills correctly aligned with at least 70% of the components.	Routine does not contain all required elements. Skills correctly aligned with less than 50% of the components.
Skill Performance			
<b>Upper, Lower, Core, etc.</b>	Demonstrates all critical elements of the advanced skill	Demonstrates the critical elements of the intermediate skill.	Struggles to consistently demonstrate the critical elements of the skill.

## Progression Tasks:

- Bouncing and/or walking to a steady beat.
- Explain dynamics such as moving fast and slow or fluid and sharp. Using the terms “spaghetti” for fluid and “robot” for sharp can help with sparking creativity.
- Beginning small with moving/walking to a beat, then with one body part, two, until eventually it’s with your whole body.
- Build in switching from fluid to sharp.

# Creative Movement Assessment Task:

- Creative movement task:
  - Students will use the dynamics of fluid and sharp to create a movement routine.
  - It must have a starting shape, switch from fluid to sharp two times, and an ending shape.

Routine Criteria:	Met? (Y or N)
1. Starting position	
2. Fluid movement 1	
3. Sharp movement 1	
4. Fluid movement 2	
5. Sharp movement 2	
6. Ending position	

# Assessment Rubric:

Criteria:	3 points	2 points	1 point
Rhythm:	Dance movements are performed with in time to a beat or with a rhythm all of the time.	Dance movements are performed with in time to a beat or with a rhythm some of the time.	Dance movements are performed with in time to a beat or with a rhythm none of the time.
Fluid (spaghetti)	Student demonstrates fluid movement twice within their dance routine.	Student demonstrates fluid movement once within their dance routine.	Student demonstrates fluid movement within their dance routine.
Sharp (robot)	Student demonstrates sharp movement all of the time.	Student demonstrates sharp movement some of the time.	Student does not demonstrate sharp movements.
Dynamics	Student switches from fluid to sharp more than one time.	Student only switches from fluid to sharp once.	Student does not demonstrate a dynamic switch from fluid to sharp.

# Jump Rope

- Learning Outcomes
  1. Demonstrate competency in a variety of motor skills and movement patterns.
  2. Combine locomotor and non-locomotor skills into movement sequences.
  3. Showcase jump rope skills with diverse footwork techniques.
- Performance Task
  - Students will perform a variety of jump rope tricks with smooth transitions as part of a jump rope routine.

## Jump Rope Skills

Basic	Intermediate	Advanced
<ul style="list-style-type: none"> <li>• Single and double bounces</li> <li>• Alternate feet (right, left)</li> <li>• Introduce the "Figure 8" for engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Skier, Bell, Jogger</li> <li>• Front and Side Straddles</li> </ul>	<ul style="list-style-type: none"> <li>• Criss-Cross</li> <li>• Cowboy</li> <li>• Double Under</li> </ul>
Variations		Connected Standards
<ul style="list-style-type: none"> <li>• Forward</li> <li>• Backwards</li> <li>• Single Bounce</li> <li>• Double Bounce</li> </ul>		<ul style="list-style-type: none"> <li>• Standard 4A                             <ul style="list-style-type: none"> <li>○ Safety &amp; Self-direction</li> </ul> </li> <li>• Standard 4B                             <ul style="list-style-type: none"> <li>○ Respecting Others</li> </ul> </li> <li>• Standard 5AB                             <ul style="list-style-type: none"> <li>○ Why I love to jump rope!</li> </ul> </li> </ul>



# Teaching Jump Rope

## Content Progression

### *Lesson 1*

- Timing and basic jumping (Helicopter)
- Progress to rope-turning with incremental jumps
- Aim for multiple consecutive jumps

### *Lesson 2*

- Introduce jump rope tricks
- Focus on rhythm and movement
- Incorporate gamified challenges

### *Lesson 3*

- Combine demonstration, practice, and assessment
- End with an engaging tag game to maintain interest

## Strategies & Supports

### *Activities*

- Gamify learning with relays and group games (Helicopter)
- Freestyle practice and "Simon Says."

### *Supports*

- Use visuals like jump rope cards, GIFs, and rhythmic songs
- Demonstrate skills with clear examples
- Provide individual practice spots

# Assessment

- **Assessment**

- Trick performance (Grade 3)
- Mini-Routine (Grade 4)
- Jump Rope Routine (Grade 5)

- **Assessment Strategies**

- Stations
  - Practice
  - Performance
- Mastery-oriented focus
  - Skill
  - Routine
  - Performance

# Standard 1A: The Details

- Essential v. Specialized Skill
  - Content of the skill
    - Essential – needed to perform the activity or physically active lifestyle
    - Specialized – higher-level & needed to be part of a specific fitness or exercise plan.
  - Essential (Middle School)
    - Advanced = 5
    - Proficient = 3
  - Specialized (High School)
    - Advanced = 5, but 2 are advanced
    - Proficient = 5 basic

# Standard 1A: High School

- Advanced v. Basic (High School)
  - Basic
    - Machine weights
    - Single movement free weights
    - Singular movements
  - Advanced
    - Equipment
    - Combination of movements
    - Coordinating multiple body segments

# Critical Questions

- What is an essential skill?
  - Including essential and specialized skills in your middle/high school curriculum?
- Basic and advanced
- How to teach these skills?
  - What is the progression of content/skills?
  - What learning supports or resources do you provide to enhance learning?
  - How do you individualize the assessment while staying true to the benchmark?
- Assessment implementation tips?
  - Maximizing the assessment and addressing other standards

# Closing

- **What** do students learn when achieving Standard 1?
  - What specifically in your assessment task?
  - What do students learn across all assessment tasks?
- **So what** is the importance of Standard 1A to a lifetime of physical activity?
- **Now what?** – Share a strategy or opportunity you learned with a partner.
  - What is the future of Standard 1A?

# Thank you!

- Questions?
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  - Shelby Woesman - [woesman.2@wright.edu](mailto:woesman.2@wright.edu)