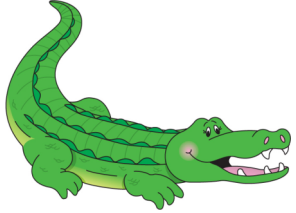
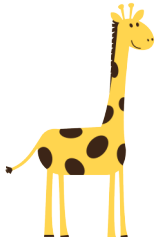


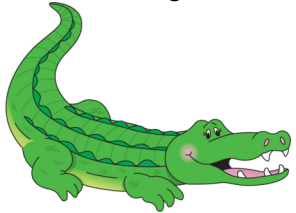



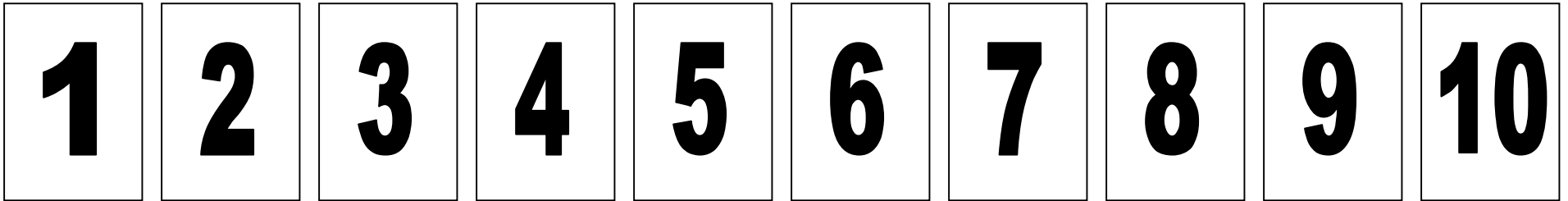


<b>Physical Skills</b>	<p>Alligator</p> 	<p>Giraffe</p> 	<p>Tiger</p> 	<p>Lion</p> 
Rolling	<ul style="list-style-type: none"> <li>- roll is not smooth nor straight</li> </ul>	<ul style="list-style-type: none"> <li>- roll is sometimes smooth and straight</li> <li>- no end position</li> </ul>	<ul style="list-style-type: none"> <li>- frequently begins in ready position</li> <li>- roll is smooth, but the whole body is not fully coordinated</li> </ul>	<ul style="list-style-type: none"> <li>- always begins in ready position</li> <li>- roll is smooth and coordinated</li> <li>- definitive end position</li> </ul>
Jumping/ Landing	<ul style="list-style-type: none"> <li>- elbows and knees are never bent for take off</li> <li>- lands with straight knees</li> </ul>	<ul style="list-style-type: none"> <li>- knees and elbows are bent for take off, but not for landing</li> <li>- jump has more shape range</li> </ul>	<ul style="list-style-type: none"> <li>- elbows and knees are bent at take off</li> <li>- shape for the jump is more creative and challenging</li> <li>- knees are bent at landing but arms are not fully extended</li> </ul>	<ul style="list-style-type: none"> <li>- bends knees and swings arms for the jump take-off</li> <li>- an abstract shape is made in the air</li> <li>- student lands with knees bent and arms out for balance</li> </ul>
Balancing	<ul style="list-style-type: none"> <li>- student uses a 4 point balance</li> <li>- no challenge for body in the balance</li> </ul>	<ul style="list-style-type: none"> <li>- balance is more creative but uses the largest body parts to keep balance</li> </ul>	<ul style="list-style-type: none"> <li>- balance is done in a unique way and body is challenged by the variety of poses</li> <li>- balance is held for 5sec</li> </ul>	<ul style="list-style-type: none"> <li>- body is steady and in a formative shape</li> <li>- balance is held for 10sec</li> <li>- end position is reached with no struggle</li> </ul>
Turning	<ul style="list-style-type: none"> <li>- limited rotation of body parts</li> <li>- no full turn is done</li> </ul>	<ul style="list-style-type: none"> <li>- basic turning skills are used</li> <li>- uses teacher examples</li> <li>- <math>\frac{3}{4}</math> rotation is achieved</li> </ul>	<ul style="list-style-type: none"> <li>- full rotation is achieved most of the time</li> <li>- uses creativity in half of turns</li> </ul>	<ul style="list-style-type: none"> <li>- full rotation of all body parts each time</li> <li>- creative use of space and body</li> </ul>
Kneeling, Half or Full Cartwheel	<ul style="list-style-type: none"> <li>- very little attempt is made to try a cartwheel motion</li> </ul>	<ul style="list-style-type: none"> <li>- limited attempts are made, but the movement is chunked</li> </ul>	<ul style="list-style-type: none"> <li>- frequent attempts are made and full rotation and fluidity is accomplished 50% of the time</li> </ul>	<ul style="list-style-type: none"> <li>- a kneeling or half cartwheel is done in one systict motion OR a full cartwheel can be done side to side in one fluid motion (<b>BONUS MARK</b> for full cartwheel)</li> </ul>

<b>Affective Skills</b>	Alligator 	Giraffe 	Tiger 	Lion 
Attitude	<ul style="list-style-type: none"> <li>- negative attitude with a lack of respect for self and others</li> <li>- little to no sportsmanship is displayed</li> </ul>	<ul style="list-style-type: none"> <li>- lack of engagement with skills and performance</li> <li>- negative outlook on routine and inappropriate behavior is shown</li> </ul>	<ul style="list-style-type: none"> <li>- positive attitude is frequently noted</li> <li>- enthusiastic in most of the activities</li> </ul>	<ul style="list-style-type: none"> <li>- positive attitude all of the time</li> <li>- enthusiastic about learning new skills and performing</li> <li>- communicates thoughts respectfully to others and teacher</li> </ul>
Participation	<ul style="list-style-type: none"> <li>- lack of effort displayed during 90% of activities and the performance</li> <li>- rarely participates</li> </ul>	<ul style="list-style-type: none"> <li>- occasionally participates in activities and was not involved in the entire presentation process</li> </ul>	<ul style="list-style-type: none"> <li>- frequently participates and shows 80-85% intensity during class and in presentation</li> <li>- follows rules</li> </ul>	<ul style="list-style-type: none"> <li>- attends all classes and maintains an intensity of 90% or above</li> <li>- actively engaged and shows extended effort</li> <li>- eager in all classes/ presentation</li> </ul>
Safety	<ul style="list-style-type: none"> <li>- needs direct supervision</li> <li>- needs frequent reminders on appropriate behaviors</li> </ul>	<ul style="list-style-type: none"> <li>- lack of attention is given during teacher skill introductions</li> </ul>	<ul style="list-style-type: none"> <li>- listens to all rules and helps others in their understanding of the skills</li> </ul>	<ul style="list-style-type: none"> <li>- always follows safety rules</li> <li>- models proper safety habits</li> <li>- watches out for the safety of others</li> </ul>
Leadership	<ul style="list-style-type: none"> <li>- no initiative is taken</li> <li>- follows the lead of others</li> </ul>	<ul style="list-style-type: none"> <li>- limited desire to lead or help others</li> </ul>	<ul style="list-style-type: none"> <li>- frequently displays confidence and helps others as they promote teamwork</li> </ul>	<ul style="list-style-type: none"> <li>- takes on various roles and responsibilities</li> <li>- leads by example</li> </ul>
Motivating Qualities	<ul style="list-style-type: none"> <li>- does not encourage others</li> </ul>	<ul style="list-style-type: none"> <li>- occasionally encourages others</li> <li>- lack of intensity during group performance</li> </ul>	<ul style="list-style-type: none"> <li>- regularly supportive and encouraging</li> </ul>	<ul style="list-style-type: none"> <li>- encourages others in a positive manner and supports the learning of others</li> </ul>
Improvement	<ul style="list-style-type: none"> <li>- goal was not met to any degree</li> </ul>	<ul style="list-style-type: none"> <li>- goal has limited matches to end product</li> </ul>	<ul style="list-style-type: none"> <li>- 80% goal matches end product</li> </ul>	<ul style="list-style-type: none"> <li>- goal matches end result</li> <li>- engaged in the improvement process</li> </ul>
Challenging Self	<ul style="list-style-type: none"> <li>- disinterest in challenging self and trying new skills</li> </ul>	<ul style="list-style-type: none"> <li>- sometimes shows glimpses of challenge, but does not follow through</li> <li>- goal lacked challenge</li> </ul>	<ul style="list-style-type: none"> <li>- routine was composed of new skills</li> <li>- set goal that was challenging</li> </ul>	<ul style="list-style-type: none"> <li>- routine has many sequences that combine various skills</li> <li>- goal was made outside of comfort zone</li> </ul>



**Score Cards for Gymnastics Routine:**

Did you complete all of the following 10 items for 10/ 10?

- included at least: 1 roll, 1 jump and landing, 1 balance, 1 turn and 1 cartwheel
- all group members are involved
- there is music during routine that matches tempo
- evidence of practice is seen
- a clear beginning pose is seen
- all students perform movements in the same order and are in sync
- creative movements are done that are different than ones from class
- students are enthusiastic
- all students com prepared and ready to perform
- a clear ending pose is seen

