

**ARCHERY STANDARDS-BASED
UNIT OF STUDY
GRADES 4-5**



Alabama Department of Education

2006

**This is a collaborative project between
The Alabama Department of Education
And
The Alabama Department of Conservation and National Resources
Division of Wildlife and Freshwater Fisheries**

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ON TARGET FOR LIFE
GRADES: 4-5
ARCHERY

IMPORTANT NOTE: THIS ARCHERY UNIT MAY BE USED ONLY IN CONJUNCTION WITH *TEACHING A NEW ARCHER* INSTRUCTOR'S COURSE MANUAL PUBLISHED BY THE NATIONAL ARCHERY IN THE SCHOOLS PROGRAM (NASP). THE INSTRUCTOR MUST BE AUTHORIZED BY (NASP) PRIOR TO CLASSROOM IMPLEMENTATION.

Overview: As a result of this unit you will learn the history, physical, emotional, and social benefits, safety strategies, skills, and techniques of archery necessary to participate in and enjoy the sport as a lifetime activity.

Note to Instructor: The activities, enhancements, and timeframe in this unit may be adapted to meet specific student needs. The safety procedures and instructional guidelines for teaching archery skills from the *Teaching a New Archer* published by NASP must be taught.

Refer to the Appendix for adaptations for children with disabilities participating in archery activities and other supplemental materials to be used with the unit.

Archery Activities in Physical Education for Grades 4-5:

Students apply movement concepts and principles to the learning and development of motor skills for archery activities that provide the foundation for enjoyment, challenge, self-expression, and social development and interaction. Through physical (archery) activities the students gain access to an opportunity for a physically active lifestyle.

Fourth grade students combine nonlocomotor and manipulative skills with body control as they learn to recognize incorrect form and use correct form of motor skills (in archery activities).

Fifth grade students demonstrate competence such as improved accuracy in manipulative skills in dynamic situations (archery activities). Basic skills mastered in previous years can now be used in game-like situations. Students continue to assume responsibility for their own safety and the safety of others by applying rules, procedures, and etiquette of participation. Students will be better able to resolve conflicts during games and sports in acceptable ways as they learn to recognize others' attributes.

The Goal in Motor Skill Development is fourth and fifth grade students will:

- Demonstrate competency and proficiency in movement forms (used in archery activities).
- Apply movement concepts and principles to learning and development of (archery skills).

Fourth Grade Content Standards in Motor Skill Development, the students will:

Skill

1. Demonstrate mature form of nonlocomotor skills including balancing and transferring of weight (in archery activities).
2. Demonstrate selected manipulative skills while using proper mechanics and accuracy (when shooting a bow and arrow).
3. Demonstrate control (when shooting a bow and arrow).
1. Demonstrate mature form (when shooting a bow and arrow).

Knowledge

2. Recognize correct and incorrect forms of motor skills (in archery activities).

Application

3. Apply concepts that improve the quality of performance (when shooting an arrow).
4. Adapt combined movement skills (in archery activities).

Fifth Grade Content Standards in Motor Skill Development, the students will:

Skill

1. Perform the critical elements of opposition, balance, weight transfer, and fluid movement patterns involved in nonlocomotor skills (used in archery activities). 1
2. Demonstrate the critical elements of opposition, balance, weight transfer, and fluid movement patterns involved in manipulative skills (used in archery activities).

Knowledge

3. Describe how movement concepts of time, force, flow, direction, level, pathways, and relationships impact the complex movement patterns (used in archery activities).
4. Describe the balance and weight transfer (used in archery activities).
1. Recognize basic concepts of game strategies (used in archery activities).

Application

7. Critique elements of fundamental and specialized movement skills to provide feedback to others (in archery activities).

The Goal in Health-Enhancing Activities (in archery activities) is fourth and fifth grade students will:

- Exhibit a physically active lifestyle.
- Achieve and maintain a health-enhancing level of fitness.

Fourth Grade Content Standards in Health-Enhancing Activity, the students will:

Skill

5. Identify (archery) activities that correlate with the components of health-enhancing physical activity (flexibility, muscular endurance, muscular strength, and cardiovascular endurance).
1. Record participation in (archery) activities that improve identified areas of weakness.

Application

2. Identify resources available in the community that offer opportunities for (archery) activities.

Fifth Grade Content Standards in Health-Enhancing activity, the students will:

Knowledge

1. Identify basic principles of training for physical (archery) activities.
3. Utilize information from a variety of sources to improve skill performance (in archery activities).

The Goal in Interactive Behavior (in archery activities) is fourth and fifth grade students will:

- Demonstrate responsible personal and social behavior in physical (archery) activity settings.
- Demonstrate understanding and respect for differences among people in physical activity settings.
- Understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

Fourth Grade Content Standards in Interactive Behavior, the students will:

Knowledge

1. Recognize the attributes that individuals bring to group activities.

Application

1. Collaborate with a partner or small group for a common purpose.
2. Demonstrate a physical activity (archery) as a means of self-expression.
3. Relate positively to people of different backgrounds while participating in (archery) activities.
4. Apply specific rules, strategies, and etiquette to activities with minimal reminders.
5. Organize a presentation for others that promotes awareness of physical (archery) activity.

Fifth Grade Content Standards in Interactive Behavior, the students will:

Knowledge

1. Recognize individual differences and similarities while participating in (archery) group activities.

Application

2. Participate in physical (archery) activities that provide opportunities for enjoyment, challenge, self-expression, social interaction, and integration of other subject areas.
3. Work independently to improve movement skills (in archery activities).
4. Apply rules, procedures, and etiquette to physical (archery) activities.

Organizer:

How can I be "on target for life" through developing skills and participating in the sport of archery?

Essential Questions:

- How do I participate in archery in a safe and responsible manner?
- How do I successfully perform archery skills?
- How does participation in archery activities promote my character development?
- How does participation in archery activities enhance my physical, emotional, and social well being?

Enabling Knowledge

- Safety strategies
- Archery equipment

- Archery technique
- Basic shooting form
- Archery rules
- Scoring procedure
- Archery etiquette and sportsmanship
- History of archery
- Physical, social, and emotional benefits of archery

Enabling Skills and Processes

- Research skills
- Listening skills
- Observation skills
- Hand-eye coordination
- Refinement of motor skills
- Self-evaluation
- Following directions
- Scoring
- Skill improvement through practice
- Effective group participation
- Communication skills
- Cooperation skills
- Practicing responsibility and respect

Instructional Plan 1

Title: Shoot Straight - Be Safe

Number of days: 3 to 4 days

Essential Content:

(1) Archery Skills and Techniques

The Goal of Motor Skill Development in archery activities is the students will:

- Demonstrate competency in movement forms.
- Apply movement concepts and principles to learning and development of motor skills.

Content Standards in Motor Skill Development, the students will:

Skill, Knowledge, and Application

Demonstrate mature form of nonlocomotor skills including balancing and transferring of weight.

Demonstrate selected manipulative skills while using proper mechanics and accuracy;

Demonstrate control when shooting a bow and arrow.

Describe the balance and weight transfer used in archery activities.

Perform the critical elements of opposition, balance, weight transfer, and fluid movement patterns involved in nonlocomotor skills used in archery activities.

The Goal of Health-Enhancing Activities in archery activities is the students will:

Achieve and maintain a health-enhancing level of fitness.

Content Standards in Health-Enhancing Activity, the students will:

Skill, Knowledge, and Application

Identify archery activities that correlate with the components of health-enhancing physical activity (flexibility, muscular endurance, muscular strength, and cardiovascular endurance).

Identify basic principles of training for physical archery activities.

Record participation in archery activities that improve identified areas of weakness.

Utilize information from a variety of sources to improve skill performance in archery activities.

(2) Strategies for Archery Safety

The Goal in Interactive Behavior in archery activities is the students will:

- Demonstrate responsible personal and social behavior in physical activity settings.
- Demonstrate understanding and respect for differences among people in physical activity settings

Content Standards in Interactive Behavior, the students will:

Skills, Knowledge, and Application

Apply specific rules, strategies, and etiquette to activities with minimal reminders.

Demonstrate control when shooting a bow and arrow.

Recognize the attributes that individuals bring to group activities.

Recognize individual differences and similarities while participating in archery activities in a group.

Demonstrate responsible personal and social behavior in physical (archery) activity settings.

(3) The History of Archery

Health-Enhancing Activity Standard

Students will organize a presentation that promotes awareness for others of archery activities.

Essential Questions:

- How do I participate in archery in a safe and responsible manner?
- How do I successfully perform archery skills?

Enabling Knowledge:

- Safety strategies
- Archery equipment
- Archery techniques
- Basic shooting form
- Archery rules
- Scoring procedures

- History of archery

Enabling Skills and Processes:

- Research skills
- Listening skills
- Observation skills
- Hand-eye coordination
- Refinement of motor skills
- Following directions
- Effective group participation
- Scoring
- Self-evaluation
- Practicing responsibility and respect

Activity 1

Materials:

- Bow rack
- Arrows
- Arrow quiver (e.g., cones)
- Bows
- Masking tape
- Targets
- Whistle
- Safety rules posters
- Clearly defined shooting range
- Archery Journal

Note to Instructor: Refer to the Appendix for information from *Teaching a New Archer Manual* and a Glossary of Archery Terms.

You will begin participating in the sport of archery by completing the following activities:

Following your instructor's directions you will establish your dominate eye for shooting by completing one of the following activities:

- With your index finger point at an object 10 to 20 feet away.
- Close your left eye – if by looking at the object with only your right eye, your index finger still appears to be pointing at the object, you are right eye dominate.
- Close your right eye – if by looking at the object with only your left eye, your index finger appears to be pointing at the object, you are left eye dominate.

OR

- Form a circle by touching the tips of both index fingers and thumbs together and extend your arms.
- With both eyes open, view in the center of the circle an object located 10 to 20 feet away.
- Close your right eye – if the object disappears from your line of vision, you are right eye dominate.
- Close your left eye – if the object disappears from your line of vision you are left eye dominate.

Note to the Instructor: Refer to the Appendix for a Shooting Range Diagram.

You will listen to your instructor describe the boundaries and lines of the shooting range.

As a group you will receive your archery equipment and place the bow on the bow rack and arrows in your quiver.

Note to the Instructor: Refer to the Appendix for Archery Range Rules, Whistle Commands, and Archery Safety Procedures.

You will discuss with your instructor the procedures for the following "whistle" commands:

- a. Two Blasts - Archers may walk to the shooting line.
- b. One Blast - Archers may load their bows and begin shooting.
- c. Three Blasts - Archers may walk to the target line to retrieve arrows.
- d. Four or More Blasts - STOP SHOOTING and put your arrows back in your quivers.

Standing behind the waiting line with your bow in the bow rack and your arrows in the quiver, you will watch your instructor demonstrate shooting an arrow.

At the sound of two whistles, you will move to the shooting line with your bow and arrows.

At the sound of one whistle, you will load your bow and wait for your instructor to observe your shooting technique.

With your instructor's consent, you will shoot your remaining arrows, return to the waiting line, and place your bow on the bow rack.

After hearing the three-whistle command you will walk to the target line.

Standing behind the target line you will observe your instructor demonstrate the procedure for retrieving arrows from the target.

Advancing to the target in pairs, you will retrieve your arrows from the target and return the arrows to the arrow quiver.

Archery Journal Entry

Answer the following Open Response question in your Archery Journal:

Archery is a safe and enjoyable lifetime physical activity when safety procedures are followed.

- a. Identify four safety procedures you must follow when participating in archery activities.
- b. Explain why is each of these safety procedures is important.

Activity 2

Materials:

- Bow rack
- Arrows
- Arrow quiver (e.g., cones)
- Bows
- Masking tape
- Targets
- Whistle
- Safety rules posters
- Clearly defined shooting range
- Archery Journal

You will review safety procedures and whistle commands with your instructor.

You will be divided into groups of 2 or 3 students.

Following safety procedures and commands you will begin by shooting at a target placed at a close distance (10 yards). Targets will not be moved back until all students have become proficient at this distance of ten yards.

You will be striving to develop correct form and technique in your shooting. Your instructor will assist you in this by making helpful suggestions. You will encourage and assist other students in your group as they shoot.

As the class progresses, you will be shooting at targets that are moved back based on the ability of the class.

You will receive a scorecard and direction from your instructor on scoring procedures using the rings on the target.

Note to the Instructor: Refer to the Appendix for a Sample Archery Scorecard and Sample Target.

Archery Journal Entry

Record the scores in your Archery Journal for your last end of arrows (3 arrows).

You will also record the following:

List and define the 9 steps of shooting.

Describe two things I learned today as I worked on my archery techniques that will help me improve my shooting skills.

Activity 3

Note to the Instructor: You may collaborate with the Language Arts, Social Studies, and/or Media Specialist in the completion of the research activity.

Materials:

- Summary of the History of Archery (Appendix)
- Resource materials on the history of archery
- Computer Lab
- Book-marked Internet sites

You will read a summary of the history of archery provided by your instructor. Choose a topic from these materials and using reference books from the library or the internet prepare a two page report on the impact of archery on society at a particular time in history, contrasting the place archery had then and in the world today.

OR

Select from one of the following topics:

- History of Olympic archery,
- Archery in contemporary bow hunting,
- Compound bow versus recurve bow,
- Compare one historical period of archery with another, or
- Another archery topic with instructor's approval

Note to the Instructor, suggestion for enrichment activities:

Collaborate with the art teacher for students to create a mural depicting a timeline of the history of archery.

Collaborate with the English teacher in the selection of literature or reading materials that include archery activities from historical time periods.

Instructional Plan 2

Title: Practice Makes Perfect

Number of days: 6 to 7 days

Essential Content:

(1) Archery Skills and Techniques

The Goal of Motor Skill Development in archery activities is students will:

- Demonstrate competency and proficiency in movement forms.
- Apply movement concepts and principles to learning and development of motor skills.

Content Standards in Motor Skill Development, the students will:

Skill, Knowledge, and Application

Demonstrate mature form of nonlocomotor skills including balancing and transferring of weight in archery activities.

Demonstrate selected manipulative skills shooting a bow and arrow while using proper mechanics and accuracy

Demonstrate control when shooting a bow and arrow.

Demonstrate mature form when shooting a bow and arrow.

Recognize correct and incorrect forms of motor skills in archery activities.

Apply concepts that improve the quality of performance when shooting an arrow.

Adapt combined movement skills in archery activities.

Demonstrate the critical elements of opposition, balance, weight transfer, and fluid movement patterns involved in manipulative skills used in archery activities.

Describe how movement concepts of time, force, flow, direction, level, pathways, and relationships impact the complex movement patterns used in archery activities.

Recognize basic concepts of game strategies used in archery activities.

Critique elements of fundamental and specialized movement skills to provide feedback to others in archery activities.

Health-Enhancing Activity Standard

Utilize information from a variety of sources to improve skill performance in archery activities.

(2) Strategies for Archery Safety

The Goal in Interactive Behavior in archery activities is the students will:

- Demonstrate responsible personal behavior in physical activity settings.
- Demonstrate understanding and respect for differences among people in physical activity settings.

Content Standards in Interactive Behavior, the students will:

Skills, Knowledge, and Application

Apply specific rules, strategies, and etiquette to activities with minimal reminders.

Demonstrate control when shooting a bow and arrow.

Recognize the attributes that individuals bring to group activities.

Recognize individual differences and similarities while participating in archery activities in a group.

Demonstrate responsible personal and social behavior in archery activity settings.

(3) Social Benefits

The Goal in Interactive Behavior in archery activities is the students will:

- Demonstrate understanding and respect for differences among people in physical activity settings.
- Understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.
- Demonstrate responsible personal and social behavior in physical activity settings.

Content Standards in Interactive Behavior, the students will:

Skills, Knowledge, and Application

Recognize individual differences and similarities while participating in archery activities in a group.

Collaborate with a partner or small group for a common purpose.

Participate in physical (archery) activities that provide opportunities for enjoyment, challenge, self-expression, social interaction, and integration of other subject areas.

(3) Physical Benefits

The goal in Health-Enhancing Activities in archery activities is students will:

- Exhibit a physically active lifestyle.
- Achieve and maintain a health-enhancing level of fitness.

Content Standards in Health-Enhancing Activity, the students will:

Skills, Knowledge, and Application

Identify archery activities that correlate with the components of health-enhancing physical activity (flexibility, muscular endurance, muscular strength, and cardiovascular endurance).

Identify basic principles of training for physical (archery) activities.

Record participation in (archery) activities that improve identified areas of weakness.

Identify resources available in the community that offer opportunities for (archery) activities.

Utilize information from a variety of sources to improve skill performance (in archery activities).

Interactive Behavior Content Standard

Work independently to improve movement skills in archery activities.

(4) Character Development

The Goal in Interactive Behavior in archery activities is the students will:

- Demonstrate responsible personal and social behavior in archery activities in physical activity settings.
- Demonstrate understanding and respect for differences among people in physical activity settings.
- Understand that the physical activity of archery activities provides opportunities for enjoyment, challenge, self-expression, and social interaction.

Content Standards in Interactive Behavior, the students will:

Skills, Knowledge, and Application

Recognize the attributes that individuals bring to group activities.

Demonstrate an archery activity as a means of self-expression.

Recognize individual differences and similarities while participating in archery group activities.

Relate positively to people of different backgrounds while participating in archery activities.

Collaborate with a partner or small group for a common purpose.

Create physical activities that provide opportunities for enjoyment, challenge, self-expression, social interaction, and integration of other subject areas.

Essential Questions:

- How do I participate in archery activities in a safe and responsible manner?
- How does participation in archery activities promote my character development?
- How does participation in archery activities enhance my physical, emotional, and social well-being?

Enabling Knowledge

- Safety strategies
- Archery equipment
- Archery techniques
- Basic shooting form
- Archery rules
- Scoring procedures
- Archery etiquette and sportsmanship
- Physical, emotional, and social benefits of archery

Enabling Skills and Processes

- Research skills
- Listening skills

- Observation skills
- Refinement of motor skills
- Self-evaluation
- Effective group participation
- Communication skills
- Cooperation skills
- Sportsmanship
- Practicing responsibility and respect

Activity 1

- Bow rack
- Arrows
- Arrow quiver (e.g., cones)
- Bows
- Masking tape
- Targets
- Whistle
- Safety rules posters
- Clearly defined shooting range
- Score Card
- Archery Journal

As a class you will brainstorm what communication, cooperation, rules, and respect mean to you and how these will be applied when participating in archery activities.

Depending on the size of your class and the available equipment, you will be placed in a group of three or four students to share the same target.

Following safety procedures and commands, you and each of your group members will repeatedly shoot one end (3 arrows) throughout the class period.

You will work on developing proper form and techniques with the assistance of your instructor and encouragement from your group.

You will record all of your scores on your scorecard.

Archery Journal Entry

You will record the scores in your Archery Journal.

Answer the following Open Response Question in your Archery Journal:

Communication, cooperation, rules, and respect are important to the effective functioning of a group.

- a. Give two examples of how a person uses communication skills and applies these skills effectively in a group archery activity.
- b. Provide two examples of opportunities to cooperate with others in a group archery activity and explain how these examples impact the group.

Activity 2

Materials:

- Bow rack
- Arrows
- Arrow quiver (e.g., cones)
- Bows
- Masking tape
- Targets
- Whistle
- Safety rules posters
- Clearly defined shooting range
- Score Card
- Archery Journal

You will discuss with your instructor the principles of practice and the importance of practice in improving your skill in any sport.

To enhance your archery skills through practice, you will be allowed to shoot with a group of students of your choice.

OR

You may challenge willing classmates to a friendly competition.

Archery Journal Entry

Answer the following Open Response question in your Archery Journal:

Martha is excited about joining an Archery Club. She wants to be on a competitive team but knows she has to practice in order to improve her shooting skills and reach her goal.

- a. List two important principles of practice to be considered when practicing any sport.

- b. How can Martha apply these two principles of practice to improve her skill level in archery?

Activity 3

Materials:

- Bow rack
- Arrows
- Arrow quiver (e.g., cones)
- Bows
- Masking tape
- Targets
- Whistle
- Safety rules posters
- Clearly defined shooting range
- Archery Journal

Note to Instructor: See the Appendix for a tournament diagram.

You will brainstorm with the class positive sportsmanship procedures to follow as a participant or as a spectator of any team activity. You will practice good sportsmanship during the following tournament.

You will be placed in a single elimination seeding by your instructor based on your previous scores recorded on a scorecard and turned in to your instructor.

You will be given three arrows for a practice round.

Following the reviewed safety procedures and commands, you will shoot in a one-on-one fashion to determine the winner.

You will record your score after each shot.

Archery Journal Entry

Record your scores from the score card in your journal.

Answer the following Open Response question in your Archery Journal:

Ben enjoys participating in sports activities and is a good athlete but he needs to improve his sportsmanship.

- a. Describe three behaviors Ben can demonstrate as a **participant** in a team activity to show good sportsmanship.

- b. Describe three behaviors Ben can demonstrate as a **spectator** of a team activity to show good sportsmanship.

Activity 4

Materials:

- Bow rack
- Arrows
- Arrow quiver (e.g., cones)
- Bows
- Masking tape
- Targets
- Whistle
- Safety rules posters
- Clearly defined shooting range
- “100 Benefits of Exercise” sheet from Appendix
- Archery Journal

You will be placed on a team of three by your instructor. Each team will have students designated as A, B, and C players as determined by previous scores.

Each team will shoot several rounds to determine the seeding for the follow day.

You will practice good sportsmanship during the following tournament.

You will participate in a double-elimination tournament. Your instructor will post a tournament diagram.

Two teams will compete at a time. The rest of the class will watch the match and support the competitors. You may invite other students, parents, and/or staff members to watch the tournament.

As a class you will brainstorm and make a list of the short- and long-term physical, emotional, and social benefits of exercise.

OR

Create an individual list of physical, emotional, and social benefits of exercise to share with the class. Compile a class list.

Your instructor will hand out “100 Benefits of Exercise.”

Compare the class list with the 100 Benefits of Exercise list.

Circle 30 items on either list that have the most relevance to you. Discuss why these benefits are important.

Chose one physical, one emotional, and one social benefit that can be gained through participation in archery activities.

In your Archery Journal explain why you chose these benefits and how they are important to you.

Note to the Instructor: Collaborate with the Language Arts and Media Specialist in the students' completion of the following out-of-class activities. These writing activities are appropriate for a portfolio piece. Refer to the Appendix for the Kentucky Department of Education Writing Assessment Holistic Scoring Guide.

As an out-of-class assignment you will research the possible physical, emotional, and social benefits of participating in archery activities. Select and complete one of the following writing activities.

You will write an article for the school newspaper that will convince students and school staff of the physical, emotional, and social benefits of participating in archery activities.

OR

You will write a letter to your school-based council convincing them that archery should become a permanent part of your school's curriculum. Site and explain the physical, emotional, and social benefits of participating in archery activities.

OR

You will write a letter to a large business or corporation (e.g., bank, manufacturing company) in your community requesting funding for an archery club in your school. Site the physical, emotional, and social benefits students will experience as a result of participating in the sport of archery. Explain the effect that these benefits will have on the community as a whole.

Archery Journal Entry

Note to the Instructor: Collaborate with the mathematics teacher in the development of appropriate types of graphs for this activity.

Using all of your recorded scores, create a graph for your journal that demonstrates the change in your skill level over time.

Activity 5

Materials:

- Bow rack
- Arrows
- Arrow quiver (e.g., cones)
- Bows
- Masking tape
- Targets
- Whistle
- Safety rules posters
- Clearly defined shooting range
- Other materials will be determined by game selected.
- Archery Journal

Assessment Activity

Note to the Instructor: Refer to the Appendix and the *Teaching a New Archer* manual for information to use in the development of the archery assessment questions.

You will complete a written test developed by your instructor covering the content learned in the Archery Unit including but not limited to archery safety procedures, 11 steps to shooting, archery range, target, equipment. .

Note to the Instructor: Refer to the Appendix for a list of Sample Games and Activities.

During the remainder of the class period(s) you will be participating in archery games for fun.

Resources:

http://www.ping.be/olivier_plcard/medieval/

<http://www.horsearchery.com>

<http://www.centenaryardners.gil.com.au/history.htm>

<http://library.thinkquest.org/27344/history.htm>

<http://www.usarchery.org/naapub/history.htm>

<http://www.schuetzenbund.de/archery/history/histo/histo.htm>

<http://www.abc.het.au/olympics/archery/about/history.htm>

Scoring Guide

Performance Level	Indicator
Olympian (4)	-Student identifies at least 4 safety procedures -Student demonstrates an extensive understanding of why each procedure identified is important to safety
Master Archer (3)	-Student identifies four safety procedures -Student demonstrates a broad understanding of why each of the three safety procedures is important
Bowman (2)	-Student identifies three safety procedures -Student demonstrates a basic understanding of why each safety procedure is important
Yeoman (1)	-Student identifies one or two safety procedures -Student demonstrates a minimal knowledge of safety procedures that are identified
(0)	-Student response is totally incorrect or irrelevant

See Appendix for Archery Safety Procedures

Scoring Guide

Communication, cooperation, rules, and respect are important to the effective functioning of a group.

Performance Level	Indicators
Olympian (4)	<ul style="list-style-type: none"> -Student identifies two ways a person can use communication skills in a group archery activity. -Student demonstrates an extensive understanding of how these skills impact the function of the group. -Student proposes two examples of opportunities to cooperate with others in a group archery activity. -Student demonstrates an extensive understanding of how these examples impact the function of the group.
Master Archer (3)	<ul style="list-style-type: none"> -Student identifies two ways a person can use communication skills in a group archery activity. -Student demonstrates a broad understanding of how these skills impact the function of the group. -Student proposes two examples of opportunities to cooperate with others in a group archery activity. -Student demonstrates a broad understanding of how these examples impact the function of the group.
Bowman (2)	<ul style="list-style-type: none"> Student identifies one or two ways a person can use communication skills in a group archery activity. -Student demonstrates a basic understanding of how these skills impact the function of the group. -Student proposes two examples of opportunities to cooperate with others in a group archery activity. -Student demonstrates a basic understanding of how these examples impact the function of the group.
Yeoman (1)	<ul style="list-style-type: none"> Student identifies one way a person can use communication skills in a group archery activity. -Student demonstrates minimal understanding of how these skills impact the function of the group. -Student proposes one example of opportunities to cooperate with others in a group archery activity. -Student demonstrates a minimal understanding of how these examples impact the function of the group.
(0)	-Student response is totally incorrect or irrelevant.

Scoring Guide

Practice is important for improving skills and reaching goals for participation in any sport.

Performance Level	Indicators
Olympian (4)	<ul style="list-style-type: none"> -Student identifies two principles of practice to be considered when practicing any sport. -Student demonstrates an extensive understanding of how the application of these two principles of practice will affect the level of archery skills.
Master Archer (3)	<ul style="list-style-type: none"> -Student identifies two principles of practice to be considered when practicing any sport. -Student demonstrates a broad understanding of how the application of these two principles of practice will affect the level of archery skills.
Bowman (2)	<ul style="list-style-type: none"> -Student identifies two principles of practice to be considered when practicing any sport. -Student demonstrates a basic understanding of how the application of these two principles of practice will affect the level of archery skills.
Yeoman (1)	<ul style="list-style-type: none"> -Student identifies one principle of practice to be considered when practicing any sport. -Student demonstrates a limited or no understanding of how the application of this one principle of practice will affect the level of archery skills.
(0)	-Student response is totally incorrect or irrelevant.

Scoring Guide

Good sportsmanship needs to be practiced both as a participant and a spectator of a team activity.

Performance Level	Indicators
Olympian (4)	<p>-Student describes three behaviors a participant can demonstrate to show good sportsmanship. This description shows an extensive understanding of good sportsmanship for participants.</p> <p>-Student describes three behaviors a spectator can demonstrate to show good sportsman ship. This description shows an extensive understanding of good sportsmanship for spectators.</p>
Master Archer (3)	<p>-Student describes two behaviors a participant can demonstrate to show good sportsmanship. This description shows a broad understanding of good sportsmanship for participants.</p> <p>-Student describes two behaviors a spectator can demonstrate to show good sportsman ship. This description shows a broad understanding of good sportsmanship for spectators.</p>
Bowman (2)	<p>-Student describes one behavior a participant can demonstrate to show good sportsmanship. This description shows a basic understanding of good sportsmanship for participants.</p> <p>-Student describes one behavior a spectator can demonstrate to show good sportsman ship. This description shows a basic understanding of good sportsmanship for spectators.</p>
Yeoman (1)	<p>-Student describes one behavior a participant can demonstrate to show good sportsmanship. This description shows a minimal understanding of good sportsmanship for participants.</p> <p style="text-align: center;">OR</p> <p>-Student describes one behavior a spectator can demonstrate to show good sportsman ship. This description shows a minimal understanding of good sportsmanship for spectators.</p>
(0)	-Student response is totally incorrect or irrelevant.

Appendix

Grades 4-5