

**ARCHERY STANDARDS-BASED
UNIT OF STUDY
GRADES 9-12**



Alabama Department of Education

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**This is a collaborative project between
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ON TARGET FOR LIFE
GRADES: 9-12
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 High School Physical Education

The goal of the course *Lifelong Individualized Fitness Education* (LIFE) is for students to make physical activity a part of their lives beyond high school. As students acquire and perfect the knowledge and skills for archery activities, they establish a foundation for enjoyment, continued social development through physical activity and access to a physically active lifestyle. As LIFE reinforces what has been learned in Grades K-8, it provides students with the knowledge and ability to construct and implement a lifelong plan for physical activity.

The Goal in Motor Skill Development (in archery activities) is ninth through twelfth grade students will:

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

Content Standards in Motor Skill Development, the students will:

Skill

1. Demonstrate movement patterns from physical activities that enhance cardiovascular endurance, muscular strength and endurance, flexibility, and body composition.
2. Demonstrate competence in movement forms used in archery activities.

Knowledge

3. Utilize rules and strategies of selected lifetime activities.

Application

4. Utilize safe practices when participating in physical activities, showing consideration for the environment, individual tolerances, and physical and medical conditions.

The Goal in Health-Enhancing Activities (in archery activities) is ninth through twelfth grade 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:

Knowledge

6. Identify modifications to activities in physical education that allow for participation of students with special needs.
9. Identify long-term health-enhancing benefits of physical activity, including lowering heart rate, reducing stress levels, and strengthening the immune system.

Application

8. Use selected assessments to modify an individual fitness plan. Example: Range of motion.
10. Apply principles of specificity, overload, frequency, intensity, time, and progression to physical activities. Examples: recording progress, selecting activities, arranging exercise, and tracking progress.
12. Develop criteria for evaluation of (archery) equipment, products, and commercial services.

The Goal in Interactive Behavior (in archery activities) is ninth through twelfth 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.

Content Standards in Interactive Behavior, the students will:

Knowledge

13. Identify strategies for positive behavior modification and social interaction among diverse populations.
14. Discuss the requirements for careers in physical education, health and fitness.
15. Explain the influence of participation in a physical activity on fostering appreciation of culture, ethnicity, gender, and physical activity.

Application

16. Demonstrate responsible personal and social behavior during physical activities.
17. Accept the responsibility as a leader or follower to accomplish group goals.
18. Critique a community service project by identifying benefits, problems, compromises, and outcomes. Examples: youth sports (archery activities/competition).

Organizer:

How can I be "on target for life" through developing skills and practicing techniques to be successful when participating in the sport of archery now and in the future?

Essential Questions:

- How do I participate in archery in a safe and responsible manner?
- How do I successfully perform archery skills?
- How do I improve my archery techniques through practice?
- How does participation in archery leisure/recreational activities enhance my physical, emotional, and social well being now and in the future?

Enabling Knowledge

- Safety strategies
- Archery equipment
- Basic shooting form
- Archery rules
- Principles of practice

- Scoring procedures
- Archery etiquette and sportsmanship
- Archery techniques History of archery
- Physical, social, and emotional benefits of archery

Enabling Skills and Processes

- Research skills
- Listening skills
- Observation skills
- Refinement of motor skills
- Following directions
- Self- and peer-evaluation
- Effective group participation
- Scoring
- Skill improvement through practice
- Communication skills
- Cooperation skills
- Practicing responsibility and respect
- Following rules of etiquette during competition
- Practicing sportsmanship in leisure/recreational activities

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:

Demonstrate movement patterns from archery activities that enhance cardiovascular endurance, muscular strength and endurance, flexibility, and body composition.

Demonstrate competence in movement forms used in archery activities.

(2) Strategies for Archery Safety

Content Standards in Motor Skill Development, the students will:

Utilize rules and strategies in archery activities.

Utilize safe practices when participating in physical activities, showing consideration of the environment, individual tolerances, and physical and medical conditions.

Content Standards in Health Enhancing Activity, the students will:

Identify modifications to activities in physical education that allow for participation of students with special needs.

(3) The History of Archery

(Interactive Behavior Activity Standard- Eighth Grade)

Identify similarities and differences among cultures for specific games, sports and recreational activities.

- Identify characteristics of sports that have influenced American culture.
- Describe how sports influence American culture.

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
- Principles of practice
- Scoring procedures
- History of archery

Enabling Skills and Processes:

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

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 *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 Archery Range Rules and Archery Safety Procedures.

You will listen to your instructor identify and explain range rules and archery safety procedures.

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 Whistle Commands.

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

- Two Blasts - Archers may walk to the shooting line.
- One Blast - Archers may load their bows and begin shooting.
- Three Blasts - Archers may walk to the target line to retrieve arrows.
- 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.

- Identify six safety procedures you must follow when participating in archery activities.
- 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
- Score card
- 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, Sample Target, and suggested Archery Geometry Probability Activity and Linear Regression Activity to be used for enrichment in collaboration with the mathematics teacher.

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 11 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 three 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,
- Comparison of 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 Refined

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

- Demonstrate 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:

Demonstrate movement patterns in archery activities that enhance cardiovascular endurance, muscular strength and endurance, flexibility, and body composition.

Demonstrate proficiency in movement forms used in archery activities.

(2) Strategies for Archery Safety

Motor Skill Development Standard, the student will:

Utilize rules and strategies in archery activities as selected lifetime activities.

Utilize safe practices when participating in physical activities, showing consideration of the environment, individual tolerances, physical and medical conditions.

Health Enhancing Activity Standard, the student will:

Identify modifications to activities in physical education that allow for participation of students with special needs.

(3) Physical Benefits of Participation in Archery Activities

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

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

Content Standards in Health-Enhancing Activities, the student will:

Identify long-term health-enhancing benefits of physical activity, including lowering heart rate, reducing stress levels, and strengthening the immune system.

Use selected assessments to modify an individual fitness plan. Example: Range of motion.

Apply principles of specificity, overload, frequency, intensity, time, and progression to physical activities. Examples: recording progress, selecting activities, arranging exercise, and tracking progress.

Develop criteria for evaluation of archery equipment, products, and commercial services.

Interactive Behavior Standard, the student will:

Explain the influence of participation in a physical activity on fostering appreciation of culture, ethnicity, gender, and physical activity.

(4) Social Benefits from Participation in Archery Activities

The Goal in Interactive Behavior in Archery Activities is the 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.

Content Standards in Interactive Behavior, the students will:

Identify strategies for positive behavior modification and social interaction among diverse populations.

Explain the influence of participation in a physical activity on fostering appreciation of culture, ethnicity, gender, and physical activity.

Demonstrate responsible personal and social behavior during physical activities.

Accept the responsibility as a follower to accomplish group goals.

(5) Character Development from Participation in Archery Games and Sports

Content Standard in Interactive Behavior, the student will:

Explain the influence of participation in a physical activity on fostering appreciation of culture, ethnicity, gender, and physical activity.

Accept the responsibility as a leader to accomplish group goals.

Critique a community service project by identifying benefits, problems, compromises, and outcomes. Examples: youth sports (archery activities/competition).

Discuss the requirements for careers in physical education, health and fitness.

Essential Questions:

- How do I participate in archery activities in a safe and responsible manner?
- How do I improve my archery techniques through practice?
- How does participation in archery leisure/recreational activities enhance my physical, emotional, and social well being now and in the future?

Enabling Knowledge

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

Enabling Skills and Processes

- Research skills
- Listening skills
- Observation skills
- Hand-eye coordination
- Refinement of motor skills
- Self- and peer-evaluation
- Effective group participation
- Scoring
- Communication skills
- Cooperation skills
- Practicing responsibility and respect
- Following rules of etiquette during competition

- Practicing sportsmanship in leisure/recreational activities

Activity 1

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

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

- c. Cite two situations where a person has an opportunity to show respect to other students when participating in group-archery activities.

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 three important principles of practice to be considered when practicing any sport.
- b. How can Martha apply these three 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
- Score card
- Archery Journal

Note to Instructor: See the *Teaching a New Archer* 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 on your scorecard after each shot.

Archery Journal Entry

Record your scores from the scorecard 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
- Score card
- 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 give you the 100 Benefits of Exercise sheet.

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 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. Cite 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. Cite 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. It is suggested that technology be used with 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
Instructional Plan I
Activity 1**

Performance Level	
Olympian (4)	-Student identifies at least six safety procedures -Student demonstrates an extensive understanding of why each procedure identified is important to safety
Master Archer (3)	-Student identifies five safety procedures -Student demonstrates a broad understanding of why each of the three safety procedures is important
Bowman (2)	-Student identifies four safety procedures -Student demonstrates a basic understanding of why each safety procedure is important
Yeoman (1)	-Student identifies two or three 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
Instructional Plan II
Activity 1

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 three 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 three 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. -Student cites two situations where a person has an opportunity to show respect to other students when participating in group archery activities.
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. -Student cites two situations where a person has an opportunity to show respect to other students when participating in group archery activities.
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 one example of opportunities to cooperate with others in a group archery activity. -Student demonstrates a basic understanding of how this example impacts the function of the group. -Student cites one situation where a person has an opportunity to show respect to other students when participating in group archery activities.
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 this skill impacts 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 this example impacts the function of the group.
(0)	-Student response is totally incorrect or irrelevant.

**Scoring Guide
Instructional Plan II
Activity 2**

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

Performance Level	Indicators
Olympian (4)	-Student identifies three principles of practice to be considered when practicing any sport. -Student demonstrates an extensive understanding of how the application of these three principles of practice will affect the level of archery skills.
Master Archer (3)	-Student identifies three principles of practice to be considered when practicing any sport. -Student demonstrates a broad understanding of how the application of these three principles of practice will affect the level of archery skills.
Bowman (2)	-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)	-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
Instructional Plan II
Activity 3**

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 sportsmanship. 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 sportsmanship. This description shows a minimal understanding of good sportsmanship for spectators.</p>
(0)	-Student response is totally incorrect or irrelevant.

Appendix

Grades 9-12