Physical Education

Course 1 Big Idea 1
Proficient Movement Skills

**Performance Task | Student Materials**

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November 2024

Directions

Please review the task and answer the various questions within the task to the best of your ability. If needed, you may have an adult or peer read the task out loud to aid your understanding. Additionally, feel free to use the following tools as supports in answering each item:

* using digital software to type the content
* using text-to-speech or speech-to-text to complete the content
* verbally expressing the response
* dictating to a scribe
* using physical education realia to demonstrate knowledge related to skills
* drawing a picture or diagram

You can complete movement-based elements of this task by:

* performing the skill to the extent that your arms, legs, and body can move to demonstrate movement proficiency (for example: a flutter kick with hip, knee, and ankle movement versus a straight-legged kick only from the hip, a one-handed golf putt versus a two-handed putt, and running independently versus using crutches)
* manipulating a human-like figure (doll) to demonstrate the components of a proficient skill when you cannot move or use your arms, legs, and body to demonstrate proficiency
* performing an adaptive skill such as a seated golf swing, or wheelchair basketball dribble when pushing the chair while the ball is in your lap
* space and environmental accommodations such as standing closer to the net to serve, performing the skill indoors, or performing in a small group setting

PART 1. Demonstrate Proficient Movement Skills Needed to Perform a Variety of Physical Activities
Big Idea

Item 1

Demonstrate the movement skill you selected as your new skill of focus for this unit. Remember to include the critical elements tied to this movement skill in your demonstration.

Item 2

Please answer the questions below about the new skill you have selected to learn and record the results of your thinking.

* What are the steps to a proficient performance of the skill?
* What are the critical elements of the skill?
* What characteristics would you see in a mature form performance of the skill?

Item 3

Many movement skills combine two or more simple movements to make another movement. For example, a step and a hop combined make another movement, the skip. For this item, you will combine the movement skills you’ve already learned in earlier physical education classes with the new movement skills you identified for Items 1 and 2.

Step 1

Determine a movement skill you have already learned to apply to the new movement skill you displayed in Items 1 and 2.

Step 2

Next, perform the two skills together to show how you’ve learned to combine new and old movement skills to demonstrate your ability to combine and apply simple skills to form new movements that comprise the movements needed to complete physical activity. Your teacher will score your performance and give you feedback on the critical elements of the simple skills, how well you transition from one to another skill, and how well you apply simple skills to your new skill.

Item 4

This item focuses on assessing the degree to which you understand yourself as a learner, including what you learned about strategies and tools that work best for you when learning new movement knowledge and skills, including applying that knowledge and skills with movements you are already proficient in.

Answer the questions below to the best of your ability. Please feel free to reference tools such as diagrams, notes, videos, and anything else when establishing evidence for your claims.

* How do you learn new movements and skills best?
* What strategies do you use to handle setbacks and challenges when learning new things?
* How do you transfer learning skills you already have to new skills you have identified as important to learn related to movement skills or physical activities?
* How do you evaluate your progress in learning using evidence and what strategies do you use to make adjustments?