

LESSON 3: INTRODUCTION TO PORTFOLIOS

Grade-Level Outcomes

Primary Outcome

Engages in physical activity: Plans and implements a program of cross-training to include aerobic, strength & endurance and flexibility training. (S3.M4.8)

Embedded Outcomes

Health: Analyzes the empowering consequences of being physically active. (S5.M2.8)

Fitness knowledge: Explains how body systems interact with one another (e.g., blood transports nutrients from the digestive system, oxygen from the respiratory system) during physical activity. (S3.M14.8)

Lesson Objectives

The learner will:

- practice to improve muscular strength and endurance.
- document physical activity outside of class and in class.
- review the scoring guide for her portfolio.
- develop a list of potential items for her portfolio.

Equipment and Materials

- Copies of scoring guides for portfolios (page 24 in Melograno, 2000).
- Copies of Weight Training Chart (see lesson 7)
- Pencils
- Clipboards
- Crates to store portfolios
- Reflection of physical activity handout
- 3 × 5 cards
- Sand bells
- Hand weights
- Medicine balls
- Aerobic steps
- Station cards
- Shoulder folders for cards
- Cones for each station

Introduction

To continue our lessons on the importance of physical activity, today we will add a portfolio that will allow you to collect work samples of physical activity and fitness. This portfolio will help you collect evidence of how your thinking about physical activity or perhaps even your participation in physical activity has changed.

Instructional Task: Quick Write

■ PRACTICE TASK

Students write a reflection on a 3 × 5 card that answers the questions “What is physical activity, and why is it important to me?”

Note: This is a possible artifact for student portfolios.

Extension

EMBEDDED OUTCOME: S5.M3.8. Students discuss the empowering consequences of being physically active. Encourage students to reflect and write on how it affects them at this stage of their lives.

Student Choices/Differentiation

Provide an example of a good reflection.

What to Look For

- Students provide a good definition for physical activity.
- Students reflect on what physical activity means to them.
- Students analyze the empowering consequences of being physically active.

Instructional Task: Muscular Strength and Endurance Stations

■ PRACTICE TASK

Students participate in additional practice of muscular strength and endurance stations. Encourage students to pay attention to the number of reps they are performing. If they find they are able to exceed 15 reps, they can increase the weight.

Extensions

- Add a cardio station (jogging around gym) and a flexibility station (focus on lower body).
- Explain how early improvements in muscular strength (e.g., an increase in weight lifted) is the result of the nervous system learning more than actual muscular strength improvements.

EMBEDDED OUTCOME: S3.M14.8. Discuss with students how the body systems interact with one another during physical activity.

Student Choices/Differentiation

Students can choose from a variety of equipment.

What to Look For

- Students are using proper form.
- Students are following the instructions on the station cards.
- Students are attempting various weights.
- Students have a basic understanding of how the body systems interact with each other during physical activity.

Instructional Task: Think, Pair, Share on Scoring Guide

■ PRACTICE TASK

Distribute the weighted scoring guide and folders for portfolios. Students discuss in pairs how the weighted rubric works.

Extension

Students create a list of possible artifacts having to do with physical activity that they will start to collect for their portfolios. Possible artifacts include training logs, fitness tests, basic physical activity plans, and reflections on physical activity.

Student Choices/Differentiation

- Provide various examples of student portfolios that students can choose from.
- Have them look at how the scoring guides were used to assess the student work.

What to Look For

Students understand what should be included in the portfolios.

Formal and Informal Assessments

- Student portfolios
- Exit slip: Explain what happens in your body during physical activity.

Closure

Today, we started our physical activity portfolios. As we continue the module, you should be thinking about what pieces of student work you would like to include in your portfolio to show your understanding or change in understanding about physical activity.

Reflection

- Do students seem to understand how the scoring guide will be used to assess their portfolios?
- Are students giving max effort in the stations?
- Are students filling out physical activity logs correctly?

Homework

Continue to log your physical activity inside and outside of class.

Teach your family about how the body systems interact during physical activity.

Resources

Melograno, V.J. (2000). *Portfolio assessment for k-12 physical education*. Reston, VA: National Association for Sport and Physical Education.

Internet keyword search: “body system interactions,” “muscular strength and the nervous system”