

Freshman Seminar Curriculum

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Introduction

The purpose of the Freshman Seminar course is to introduce students of Masconomet Regional High School to a number of life-long activities that encourage students to remain physically active. Students will engage in a fun, safe, and challenging environment while participating in adventure-based, fitness-based, and individual and team sports activities. It allows freshman students to have the option to be in a class with peers their own age, which could lessen some students' stress and anxiety. This class is part of a greater list of physical education (PE) courses provided to students.

The overarching goal of this Freshman Seminar curriculum is to act as a guide for Physical Education teachers. Designed using local, state, and national standards and objectives, this curriculum will provide equitable learning opportunities for all students and increase teacher quality and consistency. Goals and objectives will act as the students' ultimate destination and the quality of that journey will fall under the responsibility and creativity of their teachers.

Course Description and General Information

Course Description

Department: Wellness

Course Title and Number: Freshman Seminar 9101

Program of Studies Course Description: The Freshman Seminar course will introduce students to a number of life-long activities that encourage students to remain physically active. Students will engage in a fun, safe, and challenging environment while participating in adventure-based activities, fitness-based activities, and individual and team sports.

Prerequisites & Additional Information: N/A

Duration and Credits: Semester - 2.5 Credits

Grade Levels: 9

Course Level: CP

Pathways: N/A

Years Offered: All years

Academic Standards: A1, C1, S1

General Information

Expectations for Student Learning

Masconomet's Vision, Mission and Expectations for student learning are outlined below. The expectations are coded and cited in each course description in the Program of Studies. Each course is expected to address one or more of the learning expectations.

District Vision Statement

Masconomet Regional School district provides a challenging and supportive educational environment for the entire school community that:

- maximizes opportunity for intellectual, personal, and physical development
- encourages individuals to become contributing community members
- promotes learning as a lifelong pursuit

Masconomet Regional High School's Mission

Learning Is Life

The Masconomet High School community believes that learning enables us all to achieve ambitious personal goals, develop fine minds, and build strong character. Therefore, we foster the acquisition of attitudes, skills, and knowledge necessary for life-long learners to think critically in order to participate in a global society.

Upon graduation, students will have demonstrated that they have embraced this mission by meeting the academic, social and civic expectations

Student Expectations

Academic Expectations

- Students will demonstrate effective verbal, written and digital communication skills. A1
- Students will demonstrate mathematical competency. A2
- Students will demonstrate effective problem-solving skills. A3
- Students will demonstrate the ability to use a variety of technological and informational resources to research, analyze, and synthesize facts, results, ideas and concepts. A4

Social Expectations

- Students will demonstrate our core ethical values of respect, responsibility, honesty, and compassion in school and the community. S1
- Students will demonstrate responsible and ethical use of electronic media. S2

Civic Expectations

- Students will participate in decision making and collaborative team building activities. C1
- Students will demonstrate and practice an understanding of the rights and responsibilities of global citizenship. C2
- Students will make positive contributions to the community. C3

Attendance Policy

If a student is unable to participate in Physical Education class for reasons related to injury or ill health, the following procedure should be followed:

1. If one to five physical education classes will be missed, students must bring a note from a parent to the physical education teacher. Even though students are excused from active participation, they must attend class and may be asked to help when appropriate.
2. If more than five physical education classes are missed, students must show a physician's note to the school nurse. Even though students are excused from active participation, they must attend class and may be asked to help when appropriate if it is expected that they will return to the class. The school nurse will notify the school counselor and the physical education teacher. The school nurse will also monitor the student's progress and will inform the teacher when the student may return to full participation. A student may be assigned to a study hall at the discretion of the nurse and the teacher.

A brief period is allowed at the end of Physical Education classes for students who wish to take a shower.

Masconomet High School Physical Education Locker Room Policy

In order to participate to the best of their abilities, physical education (PE) students at Masconomet High School are asked to change into athletic attire for their respective physical education courses. This can include, but is not limited to sneaker, shorts, t-shirt, and/or a loose fitting top. The Wellness Department offers students PE specific lockers in the locker room, which are separate from athletic lockers. This includes lockers 001 to 522 in the boys locker room and 1001 to 1801 in the girls locker room. Students are responsible for changing and using the bathroom located in the locker room in a responsible and safe manner in congruence with acceptable behaviors listed in the Student Handbook starting under the heading of "STUDENT BEHAVIOR EXPECTATIONS AND POLICIES." In order to provide the safest environment possible, the department provides the following:

- Every student is assigned a locker with a verified working lock. Locks are rearranged yearly so as to not assign the same lock and locker to other students.
- Students are told and reminded throughout the year that they are responsible for locking up all their valuables in assigned lockers and to not share their assigned locker and/or the combination to the lock.
- Once students are changed and leave the locker room for the start of class, doors are locked during class and unlocked at the end of the period. This will help diminish the opportunity for theft.
- Students are allowed no more than five minutes to change for class. This short time makes changing a priority and reduces chances for misbehavior.
- For the safety of students and teachers alike, sweeps of the locker room will be done in tandem with a second adult of the same gender after announcing our entrance.
- For the safety of the PE staff and to reduce liability issues, extra help for PE teachers is assigned outside of the locker room in designated areas which can include the Yoga Room and Field House.
- Students who do not feel comfortable using the boys or girls locker room, will be given access to other private changing areas.
- Prior to 7:35 am and after 2:15 pm locker rooms are used by the Athletic Department. Doors are locked from 12:01-1:36 for lunch. Students should not gather outside the locker during this lunch period. It is the responsibility of the Athletic Department to supervise locker rooms before 7:35 am and after 2:15 pm.
- No cell phone usage of any kind in the locker room.

Course Goals and Objectives

Course Goal

The universal goal of this course is to introduce students to a variety of lifelong physical activities and their potential benefits. The expectation is that students will develop an appreciation of physical activity while encompassing the school's core values of honesty, respect, responsibility and compassion.

Course Objectives:

By the end of the course, most students should be able:

Reflect on their experience in participating in new physical and emotional challenges.
DESE 2.25, 2.26; SHAPE 2, 3, 4 & 5

Recognize the value of physical activity for health, enjoyment and social interaction.
DESE 2.25, 2.26, 2.27; SHAPE 3, 4, & 5

Express their belief about their future commitment to physical activity in high school, college and beyond.
DESE 2.25; SHAPE 3 & 5

State and National Standards

2023 Comprehensive Health and Physical Education Frameworks Learning Standards that are applicable:

Through the study of Motor Skill Development students will

2.17: Demonstrate developmentally appropriate competence (basic skill, strategies, and rules) in many and proficiency in a few movement forms and motor skills (team sports, aquatics, individual/dual sports, outdoor pursuits, self-defense, dance and gymnastics)

2.18: Demonstrate activities for warming up and cooling down before and after aerobic exercise

2.19: Apply concepts about sequential motor learning and development, biomechanics, exercise physiology, and sports psychology

Through the study of Fitness students will

2.20: Demonstrate exercises in strength training, cardiovascular activities, and flexibility training

Through the study of Personal and Social Competency students will

2.25 Understand how activity participation patterns are likely to change throughout life and identify strategies to deal with those changes, including a plan for life-long wellness

2.26: Apply safe practices, rules, procedures, and sportsmanship etiquette in physical activity settings, including how to anticipate potentially dangerous consequences and outcomes of participation in physical activity

2.27: Define the functions of leadership in team sports (increasing motivation, efficiency, and satisfaction)

SHAPE America National Physical Education Standards

Standard 1 - Through learning experiences in physical education, the student develops a variety of motor skills.

Standard 2 - Through learning experiences in physical education, the student applies knowledge related to movement and fitness concepts.

Standard 3 - Through learning experiences in physical education, the student develops social skills through movement.

Standard 4 - Through learning experiences in physical education, the student develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

Course Outline and Lesson Plans

Course Outline: 18 weeks

	UNIT	WEEK (s)	CONTENT
1	Creating Community	1-2	Introductions, requirements and expectations
2	Adventure-Based Activities	3-7	Cooperative games, adventure learning activities, and problem solving activities
3	Individual and Team-Based Sports	8-12	Traditional and non traditional individual and team-based sports
4	Fitness-Based Activities	13-17	Body weight and weight training, flexibility, balance and stress reduction practices.
5	Final Assessment	18	Course reflection

Lesson Plan Guide:

The following lesson plan guide will serve as a resource to address the content in the course outline. These activities are subject to change due to weather, equipment availability, and resources (see Appendix B for sample lesson plans).

WEEK	ACTIVITIES	OBJECTIVES	CONTENT
1 & 2	Introductory Games: <ul style="list-style-type: none"> • Interview Game • Categories Extreme • Name Toss • Line Tag • Line Tag 2.0 • Triangle Tag • Freeze Tag • Gaggaball • Asteroids • Elbow Tag • Cross town connections • Bridge Tag 	Recognize the value of physical activity for social interaction.	Review expectations of the class Creating community Introduce low level “getting to know you” games
3-7	Adventure-Based and Problem Solving Activities: <ul style="list-style-type: none"> • Sonic • Sneak Attack • How Focused are you? • Blob Tag • Capture the Football • Dragontails • Chicken Baseball Performance Task <ul style="list-style-type: none"> • Project Adventure Element Reflection	Recognize the value of physical activity for enjoyment and social interaction. Reflect on their experience in participating in new physical and emotional challenges. Express their belief about their future commitment to physical activity in high school, college and beyond.	Cooperative games Adventure learning activities Problem solving activities
8-12	Individual or Team-based Sports: <ul style="list-style-type: none"> • Ultimate Frisbee • Backyard Games • Football • Soccer 	Reflect on their experience in participating in new physical and emotional challenges.	Introduce the rules of the individual or team-based sport Practice the skills for the sport(s)

	<ul style="list-style-type: none"> • Cross Country Skiing • Speedball • Tennis • Volleyball <p>Performance Task</p> <ul style="list-style-type: none"> • Tournament for the sport <p>Reflection</p>	<p>Recognize the value of physical activity for health, enjoyment and social interaction.</p> <p>Express their belief about their future commitment to physical activity in high school, college and beyond.</p>	<p>Performance task for the sport (s)</p>
13-17	<p>Fitness-Based Activities:</p> <ul style="list-style-type: none"> • Weight Training • Flexibility and breathing techniques • Body weight conditioning • Aerobic conditioning <p>Stress Reduction Practices:</p> <ul style="list-style-type: none"> • Mindfulness <p>Reflection</p>	<p>Reflect on their experience in participating in new physical and emotional challenges.</p> <p>Recognize the value of physical activity for health, enjoyment and social interaction.</p> <p>Express their belief about their future commitment to physical activity in high school, college and beyond.</p>	<p>Body weight training</p> <p>Weight training</p> <p>Flexibility and balance activities</p> <p>Stress reduction practices</p>
18	<p>Final Assessment</p>	<p>Reflect on their experience in participating in new physical and emotional challenges.</p> <p>Express their belief about their future commitment to physical activity in high school, college and beyond.</p>	<p>Written exam</p>

Assessments

Students will be evaluated on their cognitive, affective, and psychomotor abilities in Freshman Seminar. This allows the department to measure students' advancements toward the course goals and objectives. The following chart is aligned with the domains covered in class and their outcomes (see Appendix C for sample assessments).

Domain	Outcome(s)
Cognitive	Students will be assessed on their belief of future commitment to physical activity.
Affective	Students will reflect on their experience in participating in new physical and emotional challenges.
Psychomotor	Students will be assessed on their ability to work together to achieve a common goal.

Reference List

Masconomet Regional High School. (2015). Masconomet Regional High School Program of Studies. Boxford, MA.

Masconomet Regional High School. (2015). 2014-2015 Masconomet calendar handbook. Topsfield, MA.

Massachusetts Department of Education. (1999). Massachusetts Comprehensive Health Frameworks (2nd ed.).Malden, MA.

SHAPE America. (2013). Moving into the Future: National Standards for Physical Education (2nd ed.). Reston, VA.

Salem State College. (2008). SMS 162 Territorial Games, Fall 2008 Class Syllabus. Salem, MA.

Appendix A.

Syllabus

Masconomet Regional High School

Learning is Life

"The Masconomet High School community believes that learning enables us all to achieve ambitious personal goals, develop fine minds, and build strong character. Therefore, we foster the acquisition of attitudes, skills and knowledge necessary for life-long learners to think critically in order to participate in a global society."



Freshman Seminar

Teacher:	Mrs. Gomes Miffitt	Room:	Field House
Class Time:	Period 1	Office Hours:	After school Monday-Thursday or by appointment
Office:	D116	Office Phone:	X3551
E-mail:	agomes@masconomet.org	Semester/Year:	2 nd Semester 2015-2016

Course Description:

The Freshman Seminar course will introduce students to a number of life long activities that encourage students to remain physically active. Students will engage in a fun, safe, and challenging environment while participating in adventure-based activities, individual and team-based sports, and fitness-based activities.

Course Goal:

The universal goal of this course is to introduce students to a variety of lifelong physical activities and their potential benefits. The expectation is that students will develop an appreciation of physical activity while encompassing the school's core values of honesty, respect, responsibility and compassion.

Course Objectives:

By the end of the course, most students should be able:

- Reflect on their experience in participating in new physical and emotional challenges.

- Recognize the value of physical activity for health, enjoyment and social interaction.
- Express their belief about their future commitment to physical activity in high school, college and beyond.

Requirements:

Dress/Uniform (100 Points): Please come dressed appropriately (shorts or warm-up pants, sneakers, and a loose fitting top). Failure to dress properly will result in points being deducted. Twelve (12) points will be deducted for those who do not come to class prepared. You will also lose participation points for the day (another 25 points) and possibly assigned detention.

Participation (200 Points): Participation will be based on the student's attitude and effort. If you are not demonstrating a good attitude and positive effort in relation to your classmates and/or teachers you will be deducted 25 points per class and possibly assigned a detention.

Journal Reflections (15 points): Throughout the course students will use journals to reflect on the effects of regular physical activity and beliefs about future commitment to exercise.

Final Reflection (20% of grade): The final reflection will ask students to reflect on the physical activities they participated in during the semester and to identify a lifelong physical activity that they would like to pursue throughout high school, college and beyond?

Respectful Learning Environment:

Please arrive promptly to class.

Arrive to class ready to learn. Have all assignments, readings, homework, etc. completed prior to class and prepared to be handed in class (stapled).

Be prepared to engage in discussion, ask questions, and participate in all activities.

Please turn off all cell phones and music players and place them in your assigned PE locker. A detention is also assigned for having your cell phone in class.

Remove all trash, paper, food, and beverages, when leaving the classroom, PE grounds or locker room.

Respect all members of class, their opinions and contributions to class.

Consequences of Misbehavior:

Student will kindly be asked to resume proper behavior.

Student will be asked to sit out until they are ready to return to the activity assigned by the teacher.

Student will be asked to sit out the remainder of the class and will be assigned a detention to be served at the teacher's discretion.

Failure to report to any of the assigned detentions from that point on, will result in the notification of the vice principals and parents.

*If student is unable to participate in PE for reasons related to injury or ill health, the following procedure should be followed:

1. If one to five PE classes will be missed, students must bring a note from a parent to the Physical Education teacher. Even though students are excused from active participation, they must attend class and may be asked to help when appropriate.
2. If more than five PE classes will be missed, students must show a physician's note to the school nurse. The school nurse will send the student, with a copy of the physician's note, to the guidance counselor for assignment to study. The school nurse will send a copy of the physician's note to the Physical Education teacher.

Appendix B.

Sample Lesson Plan for Adventure-Based Activities

Interview Game & Categories Extreme

Objective: To learn about the students and to have them learn about each other.
Recognize the value of physical activity for social interaction.

ACTIVITY 1: The Interview Game

Procedure:

1. Explain to the class the interview questions (past, present, future):
 - a. What is an interesting fact about your past?
 - b. What is something that you are involved in now/something about your present?
 - c. What is something you'd like to do, somewhere you'd like to go or something you'd like to be in the future?

*These facts will be shared so make sure you share information that you are comfortable with the group knowing.

2. Have the students stand in the line. Count off by 10's (or whatever number is half the number of the students in the class) and assign each student a partner (1 is with 1, 2 is with 2, etc).
3. Have the students interview their partner. Ask them something about their past, present and future. Give students 15 minutes to interview their partner.
4. Regroup (circle up – having the students sit next to their partner) and share the name of and one fact about your partner. Go around the circle and have the students introduce their partner and tell everyone one interesting fact about them.

ACTIVITY 2: Categories Extreme

Procedure:

1. Ask your students to line up in a straight line – those who love the winter on one end and those who love the summer on other end. What do you like about that season? Who chose the middle? Why?
2. Ask the students line up in a straight line – those who think the best day in the world would be laying on the couch watching Netflix on one end and those who would like to be doing an activity (skydiving) on the other. Why did you pick the side you picked? What about the people in the middle?
3. Ask the students line up in a straight line – those whose favorite subject is English on one end and those who would love math on the other. What if you don't like either, where did you go? Did you fill in other subjects?
4. Ask the students line up in a straight line – those whose ideal vacation is on a sunny beach on one end and those who would like to go to a snowy mountain on the other. What if you don't like either, where did you go?
5. Ask the students line up in a straight line by the number of siblings they have. Are they an only child? If you are an only child, find the other only children. Everyone with one sibling groups together, two siblings groups together, etc.
6. Ask the students to line up by how many states they have visited. Where have they gone? Would they go back to any of the places they've been?

Reflections:

What did you find out about the group?

Did you share something with someone that you would never have suspected?

Sample Lesson Plan for Individual or Team-Based Sports

Ultimate Frisbee – Skills and Drills

Objective: To practice and understand how to pass and catch a Frisbee.

Recognize the value of physical activity for health, enjoyment and social interaction.

PASSING with a Partner – Split the class into partners

Review PASSING:

- Hand placement on the Frisbee
- Step with the same foot, flick the wrist, and release the Frisbee
- Catch hand high thumb on bottom, hand low thumb on top

Split the class into groups of two.

1. Practice 10 catches with your partner. (Walk around from group to group reinforcing the passing cues).
2. Complete 15 catches with your partner. When you are finished you may sit down.
3. How many catches can you and your partner complete in a minute?

Working in groups with FRISBEES. Split the class into groups of 5.

1. Teamwork with Frisbees – how long will it take you to make it across the field and back to the starting line? The only rule is that everyone in the group has to touch the Frisbee. If you drop the Frisbee, you start back at the starting line.
2. Distance fun – each person can only touch the Frisbee once. How far can you make it across the field? If the Frisbee is dropped, you have to re-throw it.
3. Frisbee keep away- Make a square with four people in the group and place one person in the middle. The person in the middle has one minute to try to get the Frisbee. Every time they catch the Frisbee, they receive one point. Switch the person in the middle every minute so that everyone has a chance to be in the middle.

Sample Lesson Plan for Fitness-Based Activities

Weight Training - The Squat

Objective: Understand the proper way to squat.
Recognize the value of physical activity for health, enjoyment and social interaction.

Warm-up: Dynamic. Establish a dynamic warm-up to use with the class. End with teaching the proper squat. Have all participants perform at least 10 squats.

Strength: Teach the goblet squat.

Key points: 1. Knees out
2. Hit full depth
3. Keep dumbbell against your chest
4. Stand all the way up

5x5 Goblet Squat

Work out: Max squats in 1 minute. Split the group in half and assign a partner. Each partner is going to count for their partner for one minute and then they are going to switch who is working and who is resting.

Cool Down: Static stretching. Discuss what muscles you are stretching and why. Focus on stretch the quadriceps, hamstrings, gluteus maximus and hips.

Appendix C.

Assessments

Final Reflection

Name: _____

Date: _____

Period: _____

Directions: Please answer question 1 and question 2 in essay form.

1. Can you identify a lifelong physical activity performed in class that you would like to pursue throughout high school, college, and beyond?

- If so, why did you choose that activity? Please use examples from class.
- If not, please identify an activity that you would like to pursue in the future and why. Please use examples from your experiences.

2. Reflect on why it is important to continue to be physically active throughout your lifetime.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

Rubric for Final Reflection

Standard	Emergent-20	23	Acceptable-27	30	Target- 33
Student understood the importance of being physically active	It is difficult to decipher the student's understanding of the effects of	The reflection is moving into the Acceptable range, but is not	The student demonstrates an understanding of the effects of	The reflection is moving into the Target range, but is not	The reflection clearly demonstrates that the student understands the effects of regular physical activity.

throughout their life.	physical activity.	quite there.	physical activity.	quite there.	
Answer included the activity and why they would or wouldn't pursue it in the future.	It was difficult to figure out exactly what influenced the student to make the decision they did.	The reflection is moving into the Acceptable range, but is not quite there.	You can tell what influenced the student to make the decision they did.	The reflection is moving into the Target range, but is not quite there	The reflection clearly demonstrates what influenced the student to make the decision they did
Contained accurate information	Some of the information that was included in the reflection was accurate or information that we have discussed in class.	The reflection is moving into the Acceptable range, but is not quite there.	Most of the information that was included in the reflection was accurate and information that we have discussed in class.	The reflection is moving into the Target range, but is not quite there	All of the information that was included in the reflection was accurate and information that we have discussed in class.

In-Class Reflection

Name: _____
Long Activities (Lawn Games)

Date: _____

Activity: Life

Directions: Read each item carefully. Using the scale below, please circle the number that best describes the reason why you are currently engaged in this activity. Answer each item according to the following scale:

	Strongly Disagree 1	Disagree 2	Somewhat disagree 3	Neither agree or disagree 4	Somewhat agree 5	Agree 6	Strongly agree 7
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1. The reason I am doing this activity is because it is interesting.

1 2 3 4 5 6 7

Please tell me why you agree or disagree that this activity is interesting?

2. The reason I am doing this activity is because it is important for me.

1 2 3 4 5 6 7

Please tell me why you agree or disagree that this activity is important for you?

3. I did this activity, because it is something I had to do.

1 2 3 4 5 6 7

Please tell me why you agree or disagree with this statement?

4. There may be good reasons to do this, but personally I don't see any

1 2 3 4 5 6 7

Please tell me why you agree or disagree with this statement?

5. What is the likelihood you would pursue this activity beyond high school? Why?

Rubric for In-Class Reflection

Standard	Emergent-1	2	Acceptable-3	4	Target- 5
Answer included which activity from the course they participated in. (Questions 1-5)	It was difficult to figure out exactly what activity the student participated in.	The reflection is moving into the Acceptable range, but is not quite there.	The reflection demonstrates the activity the student participated in throughout answers.	The reflection is moving into the Target range, but is not quite there	The reflection clearly demonstrates the activity the student participated in throughout answers.
Answer included why they liked or disliked the activity. (Questions 1-4)	It was difficult to figure out a clear explanation.	The reflection is moving into the Acceptable range, but is not quite there.	The reflection explains the student's number selection on the scale.	The reflection is moving into the Target range, but is not quite there	The reflection clearly explains the student's number selection on the scale.
Answer included why they would or wouldn't participate in the activity in the future. (Question 5)	It was difficult to figure out exactly why the student will or will not participate in the activity in the future.	The reflection is moving into the Acceptable range, but is not quite there.	The reflection demonstrates the reason why the student will or will not participate in the activity in the future.	The reflection is moving into the Target range, but is not quite there	The reflection clearly demonstrates the reason why the student will or will not participate in the activity in the future.

Name(s):

Date: _____

Performance Task Rubric

Standard	Emergent-3	Acceptable- 6	Target- 9
Positive Attitude <ul style="list-style-type: none">• Maintained positive outlook• Continuously encouraged others• Displayed resiliency	Is beginning to meet some of the requirements regarding positive attitude.	Has met some, but not all requirements regarding positive attitude.	Has met all requirements regarding positive attitude.
Effort <ul style="list-style-type: none">• Continuously focused & engaged in activity• Attempted task to the best of their ability.• Behavior exhibited was linked towards accomplishing task	Is beginning to meet some of the requirements regarding effort.	Has met some, but not all requirements regarding effort.	Has met all requirements regarding positive effort.
Result <ul style="list-style-type: none">• Task or goal accomplished	0-69% of the group accomplished the goal or task.	70-79% of the group accomplished the goal or task.	80-100% of the group accomplished the goal or task.

Total: _____ / 27

Teacher Notes