

**Physical Education Middle School
Canterbury Public Schools**

Subject	Physical Education					
Grade Level	Middle School Grades 5 -8					
Unit Title	JUMP ROPE					
Unit Goals	<p>Grade 5 and 6 -</p> <ul style="list-style-type: none"> ● Understand the basic skills of: <ul style="list-style-type: none"> ○ Single Bounce ○ Double Bounce ○ Backwards ○ Hop ○ Skier ○ Jogger ○ Skip ○ Communication and supportive of teammates ○ Endurance Challenges ○ Rhythm and timing ○ Rope hold and spin ○ Ready Position <p>Grade 7 and 8 -</p> <ul style="list-style-type: none"> ● Review of all skills in grades 5 and 6 ● Understand the basic skills of: <ul style="list-style-type: none"> ○ Criss Cross ○ 180 and 360 turns ○ Toe to Toe ○ Heel to Heel ○ Side Cross Swing ○ Cowboy ○ Double Under ○ Elevator ○ Wounded Duck ● Creating new routines ● Endurance Challenges ● Engagement of all students ● Alterations of games for students with disabilities 					
Pacing (# of weeks)	3 Week - all grades					
Standards	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="background-color: #cccccc; text-align: center;">CT Physical Education Standards</td> </tr> <tr> <td style="width: 10%; text-align: center;">9</td> <td>Students will demonstrate competency in motor skills and movement</td> </tr> </table>		CT Physical Education Standards		9	Students will demonstrate competency in motor skills and movement
CT Physical Education Standards						
9	Students will demonstrate competency in motor skills and movement					

	<table border="1"> <tr> <td data-bbox="451 203 573 268"></td> <td data-bbox="581 203 1505 268">patterns needed to perform a variety of physical activities.</td> </tr> <tr> <td data-bbox="451 279 573 401">10</td> <td data-bbox="581 279 1505 401">Students will demonstrate an understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.</td> </tr> <tr> <td data-bbox="451 411 573 464">11</td> <td data-bbox="581 411 1505 464">Students will participate regularly in physical activity.</td> </tr> <tr> <td data-bbox="451 474 573 562">12</td> <td data-bbox="581 474 1505 562">Students will incorporate fitness and wellness concepts to achieve and maintain a health-enhancing level of physical fitness.</td> </tr> <tr> <td data-bbox="451 573 573 661">13</td> <td data-bbox="581 573 1505 661">Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.</td> </tr> <tr> <td data-bbox="451 672 573 793">14</td> <td data-bbox="581 672 1505 793">Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.</td> </tr> </table>		patterns needed to perform a variety of physical activities.	10	Students will demonstrate an understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.	11	Students will participate regularly in physical activity.	12	Students will incorporate fitness and wellness concepts to achieve and maintain a health-enhancing level of physical fitness.	13	Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.	14	Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.
	patterns needed to perform a variety of physical activities.												
10	Students will demonstrate an understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.												
11	Students will participate regularly in physical activity.												
12	Students will incorporate fitness and wellness concepts to achieve and maintain a health-enhancing level of physical fitness.												
13	Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.												
14	Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.												
Content/Conceptual Knowledge (know)	<p>Participating in physical activities has healthful benefits and enables people to remain alert, engaged, (healthy mind and body)</p> <ul style="list-style-type: none"> ● Safety Cues ● Skills ● Communication ● Play development ● The “how to” knowledge of how to play it outside of Physical Education class 												
Skills (be able to do)	<ul style="list-style-type: none"> ● Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities ● Demonstrate an understanding of concepts as they apply to the learning and performance of physical activities ● Jump Rope related skills of <ul style="list-style-type: none"> ○ Jumping with both feet ○ Jumping with one foot ○ Alternating feet 												
Enduring Understandings	<p>Students will be able to understand...</p> <ul style="list-style-type: none"> ● competency in motor skills and movement patterns needed to perform a variety of jump rope skills. ● movement concepts, principles, strategies and tactics as they apply to jump roping skills. ● that jump roping skills are only one way to participate regularly in physical activity. ● how active participation in jump roping can incorporate fitness and wellness concepts to achieve and maintain a health-enhancing level of physical fitness. ● how exhibiting responsible personal and social behavior while practicing jump roping skills will respect self and others. 												

	<ul style="list-style-type: none"> ● How choosing physical activity through jump roping for health, enjoyment, challenge, self-expression and/or social interaction will allow for one to sustain a physically active lifestyle.
Assessments	<ul style="list-style-type: none"> ● Skill checks ● Stations checks ● Knowledge checks ● Peer assessments <p>** Students will be assessed daily on their understanding and proficiency level of warm up and activity periods. This assessment will be based off a written rubric.</p>
Resources	<ul style="list-style-type: none"> ● Various Levels of Technology <ul style="list-style-type: none"> ○ Videotape ○ Coaches Eye (a program on the Ipad that helps students visually see their learning) ● P.E. Central Lesson Ideas
Strategies	<p><u>Coaches Eye</u> for the purpose of...</p> <ul style="list-style-type: none"> ● student reflection / assessment ● teacher assessment ● peer assessment ● feedback opportunities <p>Other Teaching Strategies...</p> <ul style="list-style-type: none"> ● individual work ● divergent problem-solving ● direct teaching ● Sport Education Model ● Peer Teaching Model ● Tactical Games Model ● Guided Discovery Model
Behaviors	<p>Students will learn to...</p> <ul style="list-style-type: none"> ● Persevere ● Play fair ● Take turns ● Peer assess