

Clarity for Learning Planning Template	
Standard 1: Demonstrate competency in a variety of motor skills and movement patterns. Standard 3: Demonstrate knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	
Concepts (Nouns) Motor skills like jumping rope have a variety of applications. Cardiovascular activities are fitness activities that help my heart and lungs	Skills (Verbs) Jumping a rope can be used for fun or fitness. Moving so my heart rate goes up is healthy.
Learning Progressions Jumping Rope <ul style="list-style-type: none"> Rope jumping during the K-2 program, progresses from turning a rope on the ground to jumping a long rope, to jumping a self-turned rope. The self-turned rope is more complex as students must simultaneously turn the rope and jump the rope. Cardiovascular <ul style="list-style-type: none"> Students learn all components of fitness, including cardiovascular endurance. Students first learn heart rate and the impact of activity on the heart. Next the role of the lungs and breathing are included all with an emphasis on the role of activity and health. 	
Learning Intentions (I am learning to...)	Success Criteria (I know I'm successful when...)
I am learning to jump rope I am learning to be able to understand cardiovascular endurance	I know I am successful when I can: <ul style="list-style-type: none"> Identify the cues for jumping a self-turned rope. Identify two characteristics of cardiovascular activities.