

<b>Clarity for Learning Planning Template</b>	
Standard 1: Demonstrate competency in a variety of motor skills and movement patterns. Standard 5: Demonstrate value of physical activity for health, enjoyment, challenge, self-expression and social interaction.	
<b>Concepts (Nouns)</b> Motor skills are often combined during physical activity  Challenges are important to understand when learning.	<b>Skills (Verbs)</b> Long rope jumping includes various movement patterns.  Accepting a challenge can be a great way to learn
<b>Learning Progressions</b> Long Rope Jumping <ul style="list-style-type: none"> <li>Students first learn to jump a long rope in primary years. During the 3-5 years challenges while jumping are introduced as well as other formats of jumping such as egg beaters, lines, and double dutch. These new activities allow students to explore long rope jumping and advanced their skills.</li> </ul> Challenge <ul style="list-style-type: none"> <li>During the 3-5 years, the importance of challenge is emphasized throughout the program. For many students, the challenges provided during long rope jumping are likely challenges they have never faced. This offers and excellent opportunity for students to first recognize a challenge and explore strategies for persevering when provided a challenge.</li> </ul>	
<b>Learning Intentions (I am learning to...)</b>	<b>Success Criteria (I know I'm successful when...)</b>
I am learning to long rope jump with added challenges  I am learning identify challenging jump rope activities.	I know I am successful when I can: <ul style="list-style-type: none"> <li>Add a trick when jumping long rope.</li> <li>Identify long rope jumping activities that are challenging for me.</li> </ul>