**Unit Objectives**

NASPE Standard 1-Student will be able to successfully be able to execute the basic jump rope step without error for a minimum of 10 seconds with proper form using the jump rope checklist.

* Students will be able to successfully perform a basic jump using the jump rope checklist teacher assessment for a minimum of 10 seconds. Psychomotor
* Student will be able to successfully perform a minimum of four more advanced short jump rope skills using a skill form checklist. Psychomotor

NASPE Standard 2: Student will be able to demonstrate understanding of basic biological factors in relation to heart rate and cardiovascular fitness.

* Students will demonstrate understanding of what heart rate, target heart rate and maximum heart rate is by getting at least 75% of HR questions correct through several cognitive assessments. Cognitive

NASPE Standard 5: Student will be able to successfully work with a group and identify factors as it relates to teamwork on several cognitive assessment and through observation.

* Student will be able to demonstrate understanding of what teamwork is by defining it and listing at least 3 activities where they can use teamwork to be successful on a teamwork assessment. -2 times Affective
* Students will demonstrate ability to work with a group by everyone successfully being able to complete a long rope jump a minimum of 5 times. Psychomotor/ Affective

NASPE Standard 6: Student will be able to successfully create expressive jump rope routine and identify health benefits of physical activity as it related to jump rope.

* Students will be able to successfully cooperate with a group by creating an expressive jump rope routine that meets all of the assignments criteria without group conflict.
* Students will be able to identify 4 health and other benefits of their favorite physical activities and compare these activities to the benefits of jumping rope on a health benefit assessment.

**Prerequisite Concepts and Skills**

* Invasion Games
* Running
* Spatial awareness
* Jumping
* Hopping
* Swinging a rope

**Pre-Assessment Technique**

* Pre-Assessment of Basic Jump Rope Skill (Psychomotor)
* Pre-Assessment of intermediate-Advanced short rope skills (phychomotor)
* Heart Rate, Target HR, MAX HR, and Cardiovascular knowledge( Cognitive)
* Teamwork Assessment/ Observation (Cognitive/Affective)

**Introductory Activities (Fitness)**

* Scooter Rally
* British Bulldog
* Invasion
* 4 Corner Tag
* Yarn Ball Grab

**Skill/Concept Development**

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| UNIT: Jump Rope |
| EXTENSION | REFINEMENT | APPLICATION |
| Basic Jump Rope checklist | Head-looking up and straight forward Shoulders- are levelElbows-are at a 90 degree angle Elbows-are close to bodyKnees- are bent Feet-Person jumps on balls of their feet | -Basic Jump Rope practice-Jump Rope advanced skill practice-Basic jump rope time competition -Jump rope circuit-Long rope practice |
| Jump | Push oneself off a surface and into the air by using the muscles in one's legs and feet.<http://www.thefreedictionary.com/jump>  |  -Basic Jump Rope practice-Jump Rope advanced skill practice-Basic jump rope time competition -Jump rope circuit-Long rope practice-Long rope trick jumps |
| Hop | To jump on one foot<http://www.thefreedictionary.com/hop>  | - Running through long rope |
| Running  | Move at a speed faster than a walk, never having both or all the feet on the ground at the same time<http://www.thefreedictionary.com/run>  | - All warm-up activities-Running through long rope |
| Push-up  | Exercise performed in a prone position by raising and lowering the body using the arms <http://en.wikipedia.org/wiki/Push-up> | -4 corner tag-Scooter Rally |
| Curl up |  A curl up begins with lying face up on the floor with knees bent. The movement begins by curling the shoulders towards the pelvis. The hands can be behind or beside the neck or crossed over the chest. <http://en.wikipedia.org/wiki/Crunch_%28exercise%29> | -4 corner tag-Scooter Rally |
| Jumping Jack  | A physical exercise performed by jumping to a position with the legs spread wide and the hands touching overhead and then returning to a position with the feet together and the arms at the sides | -4 corner tag-Scooter Rally |
| Mountain Climber | While holding upper body in place, alternate leg positions by pushing hips up while immediately extending forward leg back and pulling rear leg forward under body, landing on both forefeet simultaneously. | -4 corner tag-Scooter Rally |
| Tag |  A children's game in which one chases the rest, and anyone who is touched then becomes the pursuer.<https://www.google.com/search?q=tag+definition&aq=f&oq=tag+definition&aqs=chrome.0.57j0l3.2738&sourceid=chrome&ie=UTF-8>  | -4 corner tag-Invasion-Yarn ball grab-British Bulldog |

**Terminology**

Flip Your Wrists-Use your wrists to spin the rope not your arms. This is cue or reminder to keep arms close to body and use forearms to spin rope.

Rhythm- A pattern of regular or irregular pulses caused in music by the occurrence of strong and weak melodic and harmonic beats. Students will use this to help them time jumps and when to enter a rope. <http://dictionary.reference.com/browse/rhythm>

Timing- The selecting of the best time or speed for doing something in order to achieve the desired or maximum result. Students will use this to help them achieve success when jumping rope. <http://dictionary.reference.com/browse/timing?s=t>

Observe- To watch, view, or note for a scientific, official, or other special purpose <http://dictionary.reference.com/browse/observe?s=t>

Heart Rate- The number of heartbeats per minute. [http://dictionary.reference.com/browse/heart+rate?s=t](http://dictionary.reference.com/browse/heart%2Brate?s=t)

Target Heart Rate- The full efficient speed at which one's heart should beat during exercise. [http://dictionary.reference.com/browse/target+heart+rate?s=t](http://dictionary.reference.com/browse/target%2Bheart%2Brate?s=t)

Pulse- The regular throbbing of the arteries, caused by the successive contractions of the heart, especially as may be felt at an artery, as at the wrist. <http://dictionary.reference.com/browse/pulse?&o=100074&s=t&ld=-2147483648>

Max heart rate- the age-related number of beats per minute of the heart when working at its maximum that is usually estimated as 220 minus one's age <http://www.merriam-webster.com/medical/maximum%20heart%20rate>

Teamwork- Cooperative or coordinated effort on the part of a group of persons acting together as a team or in the interests of a common cause. <http://dictionary.reference.com/browse/teamwork>

**JUMP ROPE UNIT**

**Class Rules**

1. **Treat people the way you want to be treated**
2. **Respect P.E. equipment**
3. **NO BULLYING!**
4. **Sneakers are required everyday**
5. **Be a good sport**
6. **Always give a great effort**

**Safety Rules**

1. **Always be aware of your surrounding**
2. **No hitting classmates with rope**
3. **No wrapping rope around anyone or anything**

[http://www.google.com/imgres?q=rules&um=1&hl=en&safe=off&sa=N&biw=1366&bih=677&tbm=isch&tbnid=D](http://www.google.com/imgres?q=rules&um=1&hl=en&safe=off&sa=N&biw=1366&bih=677&tbm=isch&tbnid=DmODupY3g_eZGM:&imgrefurl=http://www.totalmortgage.com/blog/mortgage-rates/proposed-qrm-rule-released-20-down-payment-required/11274&docid=N53nuaU-9jmCIM&imgurl=http://www.totalmortgage.com/blog/wp-content/uploads/2011/03/qualified-residential-mortgage.gif&w=387&h=374&ei=b7SQUPjjMYfF0AG74oHQDQ&zoom=1&iact=hc&vpx=272&vpy=168&dur=3233&hovh=221&hovw=228&tx=146&ty=118&sig=116903327350682654379&page=1&tbnh=126&tbnw=131&start=0&ndsp=19&ved=1t:429,i:140)

**Instructional Aids**

1. <http://vimeo.com/16787612> -Jump Rope Jack
2. <http://www.youtube.com/watch?v=xmyBS_0B4cE-Criss> Cross
3. <http://www.youtube.com/watch?v=JGEp-vVeYSA> -180
4. <http://www.youtube.com/watch?v=LS86PrVjwGE> – The Can Can
5. <http://vimeo.com/16787200> -the bell
6. <http://vimeo.com/16804964> -Heel Touch
7. <http://vimeo.com/16775759> -Basic Jump

**Technology**

* Laptop
* Projector
* Internet
* YouTube videos
* Music

**Non-Participants:**

* **Lesson 1**-Non-participants will be responsible for all heart rate information. They will also help with equipment and will be asked to assess 2 peers.
* **Lesson 2**-Non-participants will still be responsible for learning how to take their pulse. They will be asked to get 5 classmates pulse as well. In addition they will be asked to peer assess 1 classmate on each of the new jump rope skills.
* **Lesson 3**-Non-participants will be responsible for assessing 3 students of the basic jump. They will help with equipment and will help with music as well.
* **Lesson 4**-Non-participants will help to swing the rope for groups. If they can’t swing a rope they will help with equipment and passing out papers. They will also be in charge of keeping track of how many jumps the class gets.
* **Lesson 5**-Non-participants will help with equipment and will be asked to assess at least 2 peers. They will also be added to a group to help with the creation of a jump rope routine.

**Modifications for Inclusion**

* An X will be placed on the floor for a student to jump on and do different X jump variations
* Jump in and out of Hula Hoops placed on the floor: jump in and out forward/backward;

 jump in, turn around, jump out. (Hula hoop can be taped to the floor if needed.)

* Jump in place while holding a rope without turning it.
* Jump over a jump rope stretched out on the floor or gently swinging only a few inches
* above the floor.
* Swing the rope from side-to-side without jumping.
* Stand next to a jumper, but outside the arc of the rope, and jump in the same rhythm.
* Swing a rope overhead and let it stop at your toes before jumping or stepping over it.
* Hopscotch-Toss beanbags or other objects into an area or shape outlines by a rope, then
* hop or jump into the shape to retrieve the object.

If in wheel chair

* Pull self along the length of a rope that is secured horizontally. The level of the rope can

 vary from waist height to overhead.

* Maneuver wheelchair in and out of cones set in a line or large circle.

**Student Assessment**

* Pre/Mid/Post Test Basic Jump Checklist (Formal)
* Heart Rate Assessment (Informal)
* Jump Rope Peer Evaluation
* Teamwork Assessment
* 5th grade-Behavior Assessment
* 6th grade- Health Benefit Assessment

**Grading**

Each day students will earn 2 points if they come to class prepared (10 points)

* Dressed in sneakers

Each day they show up ready to participate they will receive 5 points (25 points)

* Positive Attitude
* Fully Participate in Activities

Completion of Pre/Mid/ Post Testing With Improvement (10 points) w/o improvement (7 points)

Completing assessments thoroughly (5 points)

 /50 points

Grading Scale

A = 45-50
B = 40-45
C = 35-40
D =30-35
F = >30

**Block Plan**

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| Day 1**Lesson Objective(s):**Students will be able to successfully perform a basic jump using the jump rope checklist teacher assessment for a minimum of 10 seconds. (NASPE 1)Students will demonstrate understanding of what heart rate, target hear rate and its importance while exercising is by getting 75% correct on a heart rate assessment.(NASPE 2)**Pre-Assessment:**-Pre-Assessment of basic jump rope technique using checklist**Review:**-Jump rope checklist (after assessment)-Jumping Jack-Mountain Climbers-Jog in place-How to properly ride a scooter**Concept Development:**-Heart Rate-Target Rate-Max Heart Rate-Cardiovascular endurance-1 legged jump-Alternating feet jump-Scissor Step-All 3 Passing cues- When to use each Pass- Basic Catching-Offense vs. defense**Activity:**-Scooter Rally-Basic Jump Rope step skill acquisition-Advanced jump rope skill development. (1 leg, alternating feet, scissor step)**Closure:**- Basic jump checklist-Advanced step student demonstration-Heart Rate Assessment**Assessment:**-Heart Rate Assessment-Basic jump rope pre-assessment | Day 2**Lesson Objective(s):**- Students will be able to successfully do 4 out of the 6 new jumps for a minimum of 10 seconds using the peer assessment checklist. (NASPE 1)-Student will be able to demonstrate understanding of what teamwork is by defining it and listing at least 3 activities where they can use teamwork to be successful on a teamwork assessment. (NASPE 5)**Pre-Assessment:**-Teamwork pre-assessment**Review:**- How to properly plat British bulldog**Concept Development:**- Advanced short rope skills (jumping rope jack, criss cross, 180, can can, the bell, heel touch) **Activity:**- British Bulldog-Jump Rope Circuit**Closure:**- Student demonstration of new skills-Review of basic jump checklist-Teamwork assessment-Preview of next class**Assessment:****-** New jump rope skill peer assessments-Teamwork assessments | Day 3**Lesson Objective(s):**- Students will be able to successfully perform a basic jump using the jump rope checklist teacher assessment for a minimum of 10 seconds. (NASPE 1)Students will demonstrate ability to work with a group by everyone successfully being able to complete a long rope jump a minimum of 5 times. (NASPE 5)**Review:****-**Push up-Mountain climber-Jumping Jack-Curl up-Basic jump rope step**Concept Development:**- Long rope jumping-Long rope spinning-Long rope with a partner-Rhythm-Timing**Closure:**- Review rhythm, timing, long jump entrance, how to face, how to spin.-Student demonstration**Assessment:**- Basic jump rope checklist |

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| Day 4**Lesson Objective(s):****-** Student will be able to demonstrate understanding of what teamwork is by defining it and listing at least 3 activities where they can use teamwork to be successful on a teamwork assessment. (NASPE 5)**Review:**-Invasion games-Long rope jump rope-How to enter, where to face, spinning the rope, jumping with a partner, rhythm and timing**Concept Development:****-**Group jumps-Running through the spinning rope**Activity:**-Single, partner and group long rope jumping-Class run through**Closure:**-Basic jump checklist-Student Demonstration-Long Rope-Student Demonstration**Assessment:****-**Teamwork Assessment | Day 5**Lesson Objective(s):**- Students will be able to successfully perform a basic jump using the jump rope checklist teacher assessment for a minimum of 10 seconds. (NASPE 1)-5th grade: Students will be able to identify and justify their class behavior correctly by answering all of the questions on the 5th grade behavior self-assessment truthfully. (NASPE 5)-6th grade: Students will be able to identify 4 health and other benefits of their favorite physical activities and compare these activities to the benefits of jumping rope on a health benefit assessment. (NASPE 6) -Students will demonstrate understanding of what heart rate, target hear rate and its importance while exercising is by getting 75% correct on a heart rate assessment. (NAPSE 2)-Students will be able to successfully cooperate with a group by creating a 30 second expressive jump rope routine containing 4 different short jump rope skills. (NASPE 6)**Review:****-**Basic jump checklist-Skill jumps(1 legged, alternating feet, scissor, 180, the bell, the can can, the heel touch, the criss cross, jump rope jack)**Concept Development:**-Creating a jump routine-Group work/cooperation **Activity:**-Basic jump practice/assessment-Routine creation**Closure:****-**Review routines-Student Basic jump demonstration-Close unit**Assessment:**- Basic jump checklist post test-Behavior self-assessment-Health benefit assessments-HR post-test on both assessments |

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