Proficiency Scale: Skilled Movement - Long Jump Rope

Priority Standard: Apply fundamental, non-locomotor, locomotor, and manipulative skills in dynamic and complex movements (e.g., lead-up games, dance, and educational gymnastics). (3-5.PE.1.1.1)			
Grade: 3rd			**Sample Task**
Score 4.0 Advanced	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught.		Student can choreograph a long jump rope routine for multiple people
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	

Score 3.0 Proficient	Target Goal/Learning Intention: Perform jump rope skills for long jump rope. (e.g., variety of tricks, running in and out of a long rope)
	• Use proper jumping form for jumping a long rope
	  ○ Look straight ahead and jump when rope passes nose
	  ○ Keep knees bent and bounce off the balls of the feet
	  ○ Stay in the middle of the rope
	• Perform a variety of skills for long jump rope
			Skills – front door, back door, one foot, spinning, double Dutch, etc.

	2.5	No major errors or omissions regarding 2.0 content, skills and/or processes and partial success of 3.0 content, skills and/or processes.	
Score 2.0 Strategic	Simpler Goal/Intention: • Student is able to jump a long rope without proper jumping form • Student is able to jump with proper form, but cannot perform consecutive jumps		Same or similar tasks to 3.0
	1.5	Partial demonstration of the 2.0 content, processes and/or skills but major errors or omissions regarding the 3.0 content, processes and/or skills.	
Score 1.0 Basic	With help, partial demonstration of the 2.0 and 3.0 content, processes and/or skills.		
	0.5	With help, partial demonstration of the 2.0 content, processes and/or skills but not the 3.0 content, processes and/or skills.	
Score 0.0	Even with help, no demonstration of content, processes and/or skills.		

STUDENT TARGETS

- **Skill:** I will successfully turn and jump a long rope.
- **Cognitive:** I will identify the components of skill-related fitness required for jumping and turning a long rope.
- **Fitness:** I will give an example of how I can improve my skill-related fitness at home.
- **Personal & Social Responsibility:** I will work cooperatively with another rope turner to turn a rope for a jumper to jump.

TEACHING CUES

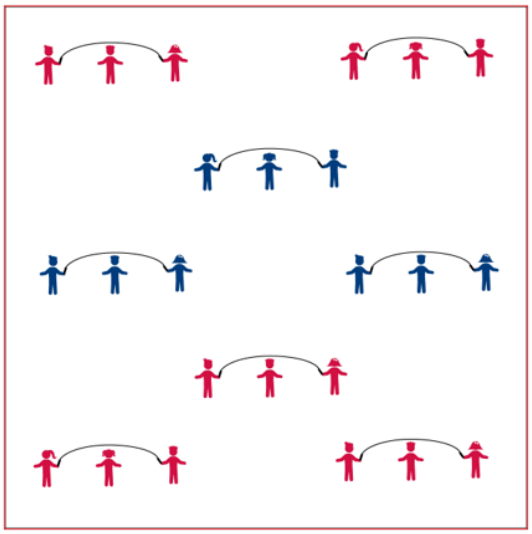
- Face Turner
- Watch Rope
- Small Jumps
- Keep the Rhythm

- Turn with Arms
- Watch Jumper's Feet
- Keep the Rhythm

ACTIVITY SET-UP & PROCEDURE

Equipment:
- 1 long jump rope per 3 students
- 1 Long Rope Progression Card per 3 students

Set-Up:
1. Divide students into groups of 3, each group with a long jump rope.
2. Scatter groups in general space with enough room to turn the rope safely.
3. Provide each group with a Long Rope Progression Card.



LONG ROPE BASICS

Activity Procedures:

1. Today we are going to work on skills using long jump ropes. In groups of 3 you will practice different levels of the long rope. First turning the rope, running through the rope, and finally jumping the rope by following the skill instructions on the Long Rope Progression Card on the screen.
2. When I see that a group has mastered one of the skill levels then I will allow you to move on.
3. When you hear the music, begin. When you hear the music stop, freeze and listen for instructions.

Grade Level Progression:

3rd: Complete the activity as described above.
4th: Allow advanced students to perform basic tricks during their turn as jumpers.
5th: Allow groups of 3 or 4 to create basic long rope routines.

ACADEMIC LANGUAGE

Cooperation, Practice, Rhythm, Challenge

STANDARDS & OUTCOMES ADDRESSED

- **Standard 1 [E27.3-5]** Performs intermediate jump-rope skills (e.g., a variety of tricks, running in/out of long rope) for both long and short ropes (3); Creates a jump-rope routine with either a short or long rope (4); Creates a jump rope routine with a partner, using either a short or long rope (5).
- **Standard 3 [E3.3-5]** Describes the concept of fitness and provides examples of physical activity to enhance fitness (3); Identifies the components of health-related fitness (4); Differentiates between skill-related and health-related fitness (5).
- **Standard 4 [E4.3-5]** Works cooperatively with others (3a); Praises others for their success in movement performance (3b); Praises the movement performance of others both more- and less-skilled (4a); Accepts "players" of all skill levels into the physical activity (4b); Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).