Unit 07: Gymnastics

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **Week 17**
Length: **3 Weeks**
Status: **Published**

Unit Overview

During the Gymnastics Unit, students will participate in various tumbling, balance, jumping, and cooperative activities. The students will be encouraged to try each movement and activity to help develop agility, balance and core strength. Students will learn that fitness can be developed/maintained through activities other than traditional team sports.

Standards

HPE.2.5.2.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.2.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
HPE.2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
HPE.2.5.2.A.4	Correct movement errors in response to feedback.
HPE.2.5.2.A.CS1	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
HPE.2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
HPE.2.5.2.B.3	Determine how attitude impacts physical performance.
HPE.2.5.2.B.CS1	Teamwork consists of effective communication and other interactions between team members.
HPE.2.5.2.C.2	Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.
HPE.2.5.2.C.CS1	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
HPE.2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.
HPE.2.6.2.A.2	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
HPE.2.6.2.A.CS1	Appropriate types and amounts of physical activity enhance personal health.

Essential Questions

1. How is tumbling good exercise?

2. Why is following safety rules important in gymnastics?

3. Why is stretching important to gymnastics?

4. How do cooperative activities help me learn to work with others?

Application of Knowledge and Skills...

Students will know that...

- 1. the names of different tumbles.
- 2. how to safely perform tumbles.
- 3. that stretching can be used to improve skills and to prevent injuries.

Students will be able to...

- A. Demonstrate a variety of tumbling, balance, cooperative, combative, and jumping activities.
- B. Demonstrate proper safety procedures when performing each activity.
- C. Cooperate with their classmates when performing cooperative, combative, and station activities.

Assessments

• Gymnastics Photo Pre-Assessment - Diagnostic: Instructional/Assessment Focus - Students will identify from photographs a variety of gymnastic equipment and moves. 2.5.2.A.1 2.5.2.A.2 2.5.2.A.3 2.5.2.A.4 2.5.2.B.1 2.5.2.B.3 2.5.2.C.2 2.6.2.A.1 2.6.2.A.2

• Physical Fitness Demonstration - Summative: Exhibition - Students will demonstrate various tumbling, balance, cooperative, combative, and jumping activities. Students will demonstrate and explain a variety of yoga positions. 2.5.2.A.1 2.5.2.A.2 2.5.2.B.3 2.5.2.C.2 2.6.2.A.1 2.6.2.A.2

Activities

- Mat Rolls: students perform a variety of rolls on mats, including: log roll, pencil roll, forward roll, and backward roll.
- Balance Beam Walk: students walk across a beam while using their body weight to balance.
- Partner Exercises: students perform circuit exercises including: partner push-ups, push-up hockey, and partner sit-ups.
- Cooperative Game Stations: students use cooperative team skills and physical prowess in games that

include: tug of war, surfboard walk, poly spot jumps, arm wrestle, ball tug, and air chair.
- Jumping Games: students use jump ropes and hoops to increase heart rate and improve physical endurance.

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
  - Modifications & accommodations as listed in the student's IEP
  - Assign a peer to help keep student on task
  - Modified or reduced assignments
  - Reduce length of assignment for different mode of delivery
  - Increase one-to-one time
  - Working contract between you and student at risk
  - Prioritize tasks
  - Think in concrete terms and provide hands-on-tasks
  - Position student near helping peer or have quick access to teacher
  - Anticipate where needs will be
  - Break tests down in smaller increments
- Content specific modifications may include:

- Students will be encouraged to try all of the activities and exercises.
- Students having difficulty with an activity will be provided individual instruction.

Differentiation for ELL's:

- General modifications may include:
  - Integrate activities into thematic units
  - tap the student's prior knowledge and experience, which may be different from other students in the class
  - teach learning strategies and scaffold complex texts
  - organize students into a variety of learning groups
  - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: tumbling, balance

Differentiation to extend learning for gifted students may include:

- Students who excel will be encouraged to perform the activities more quickly, without aid, or in sequence and tandem with other exercises.

Integrated/Cross-Disciplinary Instruction

Resources

- Ready-to-Use P.E. Activities by Tom Landy
- Pecentral.org
- Teachphysed.com
- Teacher-created handouts, activities, and worksheets
- Gym mats, balance beams, and tumble mats

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.