# Unit 07: Gymnastics

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **Week 18**
Length: **3 Weeks**
Status: **Published**

## Unit Overview

Students will participate in various tumbling, balance, jumping, cooperative, and combative activities to promote physical fitness. Safety and following directions will be emphasized.

## Standards

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| 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. Why is following safety rules important in gymnastics?

2. Why is stretching important to gymnastics?

3. How do cooperative activities help one learn to work with others?

## Application of Knowledge and Skills...

## Students will know that...

- 1. that the safety and rules of tumbling are essential in preventing injuries.
- 2. how to include jumping and balancing in the cooperative games.
- 3. the difference between cooperation and combativeness.

## Students will be able to...

- A. Demonstrate a variety of tumbling, balance, cooperative, combative, and jumping activities.
- B. Demonstrate proper safety precautions when performing each activity.
- C. Self assess their progress and ability to perform each activity.
- D. Cooperate with their classmates when performing cooperative, combative, and station activities.

## Assessments

- Gymnastics Photo Pre-Assessment:Students will identify a variety of movements by viewing photographs. 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: Students demonstrate tumbling, balance, cooperative, combative, and jumping positions and movements. 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 will complete the log roll, pencil roll, forward roll, and backward roll on mats.
- Balance Beam Walk: Using the balance beam, students will balance their body weight to walk across. Quickness and balance are emphasized.
- Partner Exercises: With a pair or small group, students will perform a circuit of exercises using cooperative skills: partner push-ups, push-up hockey, and partner sit-ups.
- Cooperative Games Stations: Students engage in a series of games that require cooperative team skills: tug of war, surf board walk, poly spot jumps, arm wrestling, ball tug, and air chair.
- Jumping Games: Games such as jump rope and hoop jumps will be played to increase heart rate and to improve physical awareness/fitness.

## 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

Social Studies connection:  Link activities to gymnastics that students may have seen during the Olympics

## Resources

- Ready-to-Use P.E. Activities for Grades K-2 by Tom Landy
- Pecentral.org
- Teachphysed.com
- Teacher-created handouts, activities, and worksheet.
- Gym mats, balance beams, and tumble mats

## 21st Century Skills

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| 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. |