

UNIT: **GYMNASTICS** TIME FRAME: **4 WEEKS**

TEACHER: **K-5 GRADE PHYSICAL EDUCATION TEACHERS**

Unit Summary and Rationale: (Outlines the components of the unit and the reasoning for their inclusion):

Step skill analysis of each position. Students will understand the safety procedures and basic principles of the skills performed. Muscular strength and endurance along with flexibility. Tumbling, rolls and weight bearing exercises. Gymnastics terminology. Demonstrations, illustrations, video technology and skill stations.

Unit Connection College and Career Ready Descriptions: Teachers will select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.

- × Students will demonstrate independence.
- × Students will value evidence.
- × Students will critique as well as comprehend.
- ☐ Students will develop an understanding of other perspectives and cultures.
- × Students will build strong content knowledge
- ☐ Students will respond to the varying demands of audience, task, and discipline.
- ☐ Students will use technology and digital media strategically and capably.

Unit Standards: Teachers should list the standards to be addressed within the unit.

Content/Skills	Reading	Writing
<ol style="list-style-type: none">1. Personal Health and Fitness2. A safe and healthy environment3. Resource Management	<ol style="list-style-type: none">1. CCR.5 –Skill relationships2. CCR.8 – Observation of student demonstration3. CCR.9 – Progression of skills	<ol style="list-style-type: none">1. CCR.1 – Listening2. CCR.5 – Strengthen skills needed for skill performance3. CCR.4 – Development of skill

Essential Questions: *Essential questions center around major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond who, what and where. They need to lead to the how and why.*

What are the basic principles of physics as they apply to the body?
Will students be able to perform the skill when asked using the proper equipment?

Big Ideas: *These are what students will discover as a result of instruction and learning activities. They are the main ideas of the learning, the conclusions, or the generalizations. Big Ideas should be open-ended and apply to more than one area of study.*

Students will be able to perform tumbling skills, weight bearing skills, inverted skills and an ability to spot other students safely. Students will be able to demonstrate how to use the equipment and ropes properly. Students will have a knowledge of the skills performed,

Can students perform the proper safety precautions when demonstrating tumbling, inverted skills and tumbling combinations?	proper safety precautions and weight bearing exercises as they apply to the body.	
Learning Tasks: <i>Teachers list the various tasks students will engage in throughout the unit.</i>		
Reading Tasks 1. Wall pictures – forward roll, backward roll, tripod, cartwheel, headstand and handstand 2. Visual Cues 3. Video Demonstrations	Writing Tasks 1. Multistep procedures broken down in illustrations 2. Goal Setting 3. Peer assessment	
Assessments: <i>List types of assessments that will be used throughout the course of the unit.</i> <i>*If you do not have assessments for this unit, they should be created before moving on to the lesson design*</i>		
DIAGNOSTIC	FORMATIVE	SUMMATIVE
Eye/hand coordination Safety awareness Muscular strength and endurance	Visual assessment	Written tests Checklist Skill test
Text(s) Selections <i>(generated by (?) both teacher and student)</i> <i>Teachers will list the genres/titles for study:</i>		
Books, illustrations, video, and internet information.		
Notes: Teacher will adapt to those students with various abilities.		