

GYMNASTICS, DANCE AND RHYTHM

INSTRUCTIONAL UNIT AUTHORS

Mesa County Valley School District

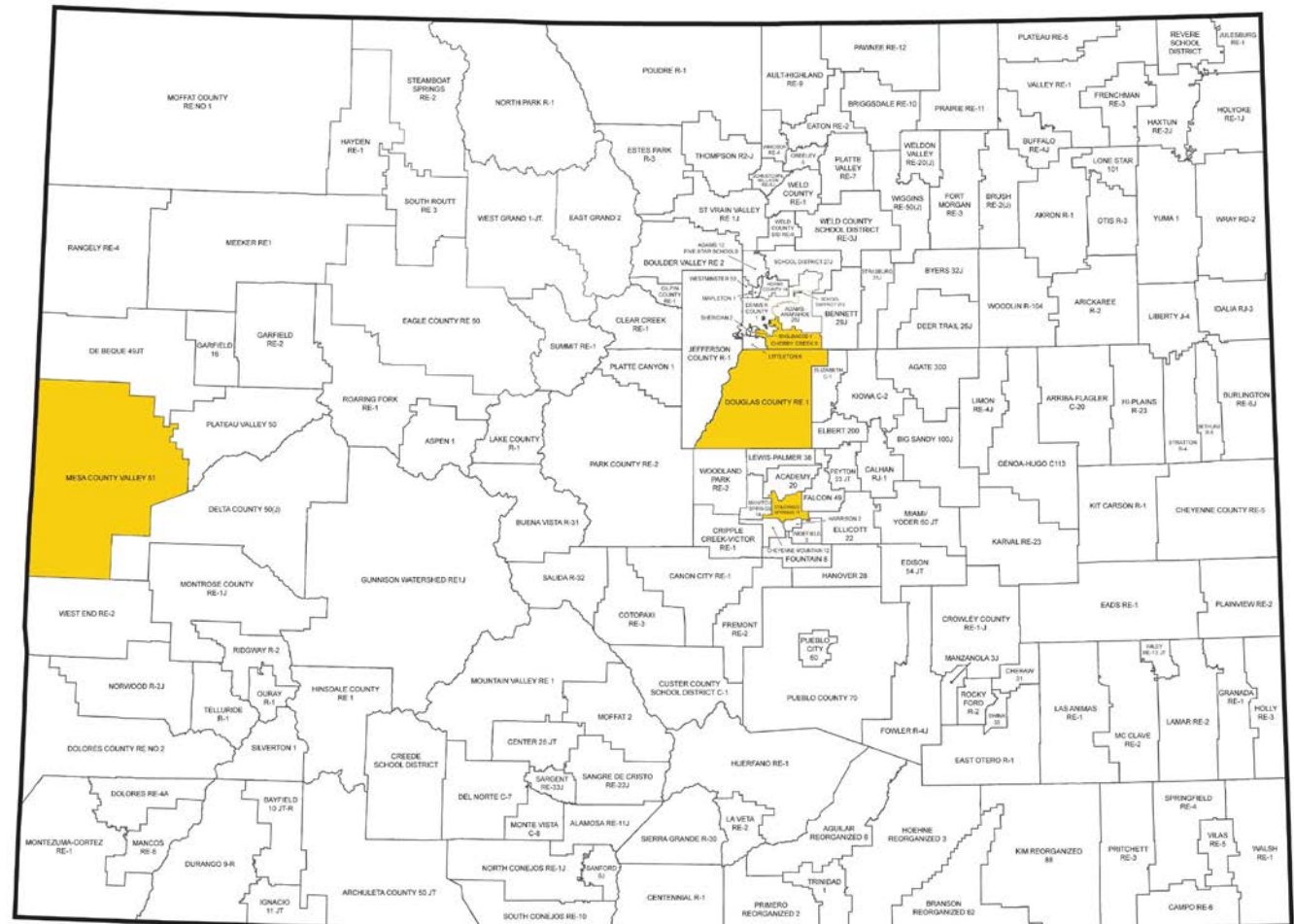
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BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

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This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

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|--|--|---------------------|-----------------------|
| Content Area | Physical Education | Grade Level | 3 rd Grade |
| Course Name/Course Code | | | |
| Standard | Grade Level Expectations (GLE) | GLE Code | |
| 1. Movement Competence and Understanding | 1. Demonstrate a variety of motor patterns in simple combinations while participating in activities, games, and sports | PE09-GR.3-S.1-GLE.1 | |
| | 2. Perform movements that engage the brain to facilitate learning | PE09-GR.3-S.1-GLE.2 | |
| 2. Physical and Personal Wellness | 1. Identify the benefits of sustained physical activity that causes increased heart rate and heavy breathing | PE09-GR.3-S.2-GLE.1 | |
| | 2. Understand that the body is composed of water, muscle, bones, organs, fat, and other tissues | PE09-GR.3-S.2-GLE.2 | |
| 3. Emotional and Social Wellness | 1. Demonstrate positive social behaviors during class | PE09-GR.3-S.3-GLE.1 | |
| 4. Prevention and Risk Management | 1. Expectations for this standard are integrated into the other standards at this grade level | N/A | |

Colorado 21st Century Skills

Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

Physical

Social

Colorado's
Comprehensive
Health and Physical
Education Standards

Mental and Emotional

| Unit Titles | Length of Unit/Contact Hours | Unit Number/Sequence |
|------------------------------|-------------------------------------|-----------------------------|
| Gymnastics, Dance and Rhythm | Teacher's Discretion | Teacher's Discretion |
| | | |
| | | |

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|--|--|--|--|----------------------|
| Unit Title | Gymnastics, Dance and Rhythm | | Length of Unit | Teacher's Discretion |
| Focusing Lens(es) | Movement Combinations | Standards and Grade Level Expectations Addressed in this Unit | PE09-GR.3-S.1-GLE.1 PE09-GR.3-S.1-GLE.2 | |
| Inquiry Questions (Engaging-Debatable): | <ul style="list-style-type: none"> • What are the benefits to combining activities such as jumping or dribbling to a rhythmic beat? (PE09-GR.3-S.1-GLE.2-EO.b,c,d,e,g; IQ.4; RA.1; N.2) • What must one think about when doing a forward roll? (PE09-GR.3-S.1-GLE.2-EO.f; IQ.1; RA.2; N.1) • Why is it enjoyable to combine locomotor movements in time to music? (PE09-GR.3-S.1-GLE.1-EO.a,b; IQ.1; RA.2,3; N.1,2) | | | |
| Unit Strands | Movement Competence and Understanding in Physical Education Physical and Personal Wellness in Physical Education | | | |
| Concepts | Demonstration, Performance, Combination, Identification, Rhythmic | | | |

| Generalizations My students will Understand that... | Guiding Questions | |
|---|--|---|
| | Factual | Conceptual |
| Demonstration of a variety of tumbling and locomotor movements enables more skilled combination and performance skills. (PE09-GR.3-S.1-GLE.2-EO.f; IQ.1; RA.2; N.1) | What is the difference between a forward roll and backward roll? | Why are movement routines important? |
| A combination of rhythmic movements demonstrates understanding of balance and coordination. (PE09-GR.3-S.1-GLE.2-EO.b,c,d,e,g; IQ.4; RA.1; N.2) | What is coordination? What is balance? | How does a combination of movements affect your rhythm? |
| Combining rhythmic movements can create a dynamic physical performance. (PE09-GR.3-S.1-GLE.1-EO.a,b; IQ.1; RA.2,3; N.1,2) | What are different types of performances? | Why are different rhythmic activities more popular than others? |

| Critical Content: My students will Know... | Key Skills: My students will be able to (Do)... |
|---|---|
| <ul style="list-style-type: none"> • Balance with momentary stillness in symmetrical and nonsymmetrical shapes on a variety of body parts. • Balance, rolls, rotational skills and locomotor movements. (PE09-GR.3-S.1-GLE.2-EO.b,e,f,g) • Forward and backward rolls with variation • Combination of two or more rotational skills | <ul style="list-style-type: none"> • Demonstrate balance with momentary stillness in symmetrical and non-symmetrical shapes on a variety of body parts. • Perform balance, rolls, rotational skills and locomotor movements. (PE09-GR.3-S.1-GLE.2-EO.b,e,f,g) • Practice forward and backward rolls with variation • Demonstrate combination of two or more rotational skills |

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| <p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p> | |
| <p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p> | <p><i>Skillful movers combine a variety of balances and tumbling skills.</i></p> |
| <p>Academic Vocabulary:</p> | <p>Balance, Perform, Shapes, Symmetrical, Non-symmetrical</p> |
| <p>Technical Vocabulary:</p> | <p>Locomotor, Rotational skills</p> |

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| Unit Description: | This unit is designed to teach students skilled combinations of tumbling and locomotor movements. Students will also demonstrate their understanding of balance and coordination and will combine rhythmic movements to create dynamic physical performances. The focus is on performance, demonstration, combination, identification, and rhythm. The unit culminates with students as they work individually and in small groups while they utilize their skills of tumbling, locomotor, and balance to create a gymnastics routine. |
| Considerations: | As fellow teachers we understand that teaching gymnastics in Physical Education can be very challenging while trying to incorporate movement skills. With that being said, please consider the following: <ul style="list-style-type: none"> ● available space ● size of classes ● time with students ● equipment available ● technology ● cultural considerations |
| Unit Generalizations | |
| Key Generalization: | Demonstration of a variety of tumbling and locomotor movements enables more skilled combination and performance skills |
| Supporting Generalizations: | A combination of rhythmic movements demonstrates understanding of balance and coordination Combining rhythmic movements can create a dynamic physical performance |

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| Performance Assessment: <i>The capstone/summative assessment for this unit.</i> | |
| Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.) | Demonstration of a variety of tumbling and locomotor movements enables more skilled combination and performance skills |
| Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization) | You have been selected to compete on the Junior Olympics Gymnastics team for your state. You will create a routine that incorporates a combination of tumbling, balance, coordination, and locomotor movements in a dynamic physical performance. You will perform your final routine to a small peer group who will use a rubric to assess the identified skills. |
| Product/Evidence: (Expected product from students) | Students will develop a gymnastics routine. Each student's performance must include: <ul style="list-style-type: none"> ● Tumbling skills ● Balance ● Coordination ● Locomotor skills Each Junior Olympic Gymnast will perform for an assessing peer group |
| Differentiation: (Multiple modes for student expression) | Students may be: <ul style="list-style-type: none"> ● Videographer ● Sportscaster ● Assessor |

Creator of a routine (write or draw)

Texts for independent reading or for class read aloud to support the content

| Informational/Non-Fiction | Fiction |
|--|--|
| <p><i>Nadia: The Girl Who Couldn't Sit Still</i> by Karlin Gray (Lexile Range 360-720) <i>Carly Patterson: Be Strong</i> by Greg Brown, Clint Kelly (Lexile Range 360-720) <i>Simone Biles: Superstar of Gymnastics: GymnStars Volume 6</i> by Christine Dzidrums (Lexile 360-720)</p> | <p><i>Gymnastics Jitters</i> by Jake Maddox, Margaret Gurevich, Katie Wood (Lexile Number 520) <i>Gymnastics Gina</i> by Tracie Kilby (Lexile Range 360-720) <i>Gymnastics Queen</i> by Marci Peschke (Lexile 610) <i>Could a Shark Do Gymnastics?: ...and other questions - Hilarious scenes bring shark facts to life!</i> by Aleksei Bitskoff, Camilla de la Bedoyere (Lexile Range 360-720)</p> |

Ongoing Discipline-Specific Learning Experiences

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| 1. | Description: | Think like/Work like a Junior Olympian preparing for a performance. | Teacher Resources: | https://www.youtube.com/watch?v=GjaW0btqb7o (Simone Biles, Junior Olympics) http://www.nbcolympics.com/video/simone-biles-unreal-floor-exercise-win-gold (Simone Biles, gold medal floor routine) |
| | | | Student Resources: | https://www.youtube.com/watch?v=p_lg2h7LXR0 (youtube video boy gymnastics) https://www.youtube.com/watch?v=wkIYQeiPJeg (youtube video girl gymnastics) |
| | Skills: | <ul style="list-style-type: none"> ● locomotor skills ● tumbling skills ● balance skills | Assessment: | Students will pair share ideas and examples of locomotor, tumbling, and balance skills. (e.g. verbal, written, demonstrated) as they prepare for their performance |
| 2. | Description: | Think like/Work like a performance judge. | Teacher Resources: | https://drive.google.com/open?id=1-rlBxWTeNC-yhsQYJf9_j9wapvekd9aVpKjcU4hD7TE (peer assessment) |
| | | | Student Resources: | https://drive.google.com/open?id=1-rlBxWTeNC-yhsQYJf9_j9wapvekd9aVpKjcU4hD7TE (peer assessment) |
| | Skills: | | Assessment: | Students will assess a partner's created routine using a rubric |

Prior Knowledge and Experiences

The learning experiences build upon a presumed student working knowledge of locomotor, balance, and tumbling skills. However, not all students will have had the same experiences and mastered the same level of gymnastics. This unit will continue to allow students the opportunity to develop these skills along with demonstration and performance.

| Learning Experience # 1 | | |
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| The teacher may show the video of Simone Biles so students can begin to identify how various pieces of tumbling and locomotor movements enhance a gymnastic performance. | | |
| Generalization Connection(s): | Demonstration of a variety of tumbling and locomotor movements enables more skilled combination and performance skills. | |
| Teacher Resources: | https://www.youtube.com/watch?v=-unVzrlCRm4 (Locomotor combinations) https://www.youtube.com/watch?v=GjaW0btqb7o (Simone Biles, Junior Olympics) | |
| Student Resources: | https://www.youtube.com/watch?v=GjaW0btqb7o (Simone Biles, Junior Olympics) | |
| Assessment: | Students will demonstrate tumbling and locomotor skills while participating in a locomotor tag game that will reinforce these concepts. The teacher will instruct the students to move in various locomotor movements. Once the student is tagged, they will pick a popsicle stick. The popsicle sticks will have a tumbling skill written on them (e.g. log roll, pencil roll, cartwheels, handstands, etc.) Once they have performed the tumbling skill they may return to the activity. | |
| Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.) | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | The teacher may: <ul style="list-style-type: none"> ● allow students to pick a different popsicle stick ● create their own tumbling skill ● be a teacher assistant ● allow students to pick a different locomotor movements | Students may: <ul style="list-style-type: none"> ● choose another popsicle stick if unable to perform the first skill ● create and perform their own tumbling skill ● help pass out popsicle sticks to peers ● use a different locomotor skill |
| Extensions for depth and complexity: | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | N/A | N/A |
| Critical Content: | <ul style="list-style-type: none"> ● Balance, rolls, rotational skills and locomotor movements ● Forward and backward rolls with variation ● Combination of two or more rotational skills | |
| Key Skills: | <ul style="list-style-type: none"> ● Demonstrate balance, rolls, rotational skills and locomotor movements. ● Perform forward and backward rolls with variation ● Combine two or more rotational skills | |
| Critical Language: | Locomotor, Rotational skills, Perform | |

Learning Experience # 2

The teacher may discuss various tumbling and locomotor movements so students can access resources to be used during the activity.

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| Generalization Connection(s): | Demonstration of a variety of tumbling and locomotor movements enables more skilled combination and performance skills. | |
| Teacher Resources: | Add-On Game (Lesson Plan) https://www.youtube.com/watch?v=-unVzrlCRm4 (YouTube video locomotor skills) https://www.youtube.com/watch?v=bsSsArdfnFA (YouTube video of skilled combinations) | |
| Student Resources: | https://www.youtube.com/watch?v=p_lg2h7LXR0 (YouTube video boy gymnastics) https://www.youtube.com/watch?v=wkIYQeiPJeg (YouTube video girl gymnastics) | |
| Assessment: | Students will participate in the activity “Add On.” During this activity students will be demonstrating various locomotor and tumbling movements. | |
| Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.) | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | The teacher may: <ul style="list-style-type: none"> allow students to videotape group performances | Students may: <ul style="list-style-type: none"> be a videographer if they are unable to participate |
| Extensions for depth and complexity: | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | N/A | Students may add to the list of various locomotor and tumbling ideas that was generated at the beginning of the class. |
| Critical Content: | <ul style="list-style-type: none"> Balance, rolls, rotational skills and locomotor movements. Forward and backward rolls with variation Combination of two or more rotational skills | |
| Key Skills: | <ul style="list-style-type: none"> Demonstrate balance, rolls, rotational skills and locomotor movements. Perform forward and backward rolls with variation Combine two or more rotational skills | |
| Critical Language: | Locomotor, Rotational skills, Perform | |

Learning Experience # 3

The teacher may model various static balances so students can analyze a variety of balance poses.

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| Generalization Connection(s): | A combination of rhythmic movements demonstrates understanding of balance and coordination. | |
| Teacher Resources: | https://s-media-cache-ak0.phhttp://www.pecentral.org/lessonideas/college/EducationalGymnastics.pdfinimg.com/236x/ae/b5/5/aeb5573d3a2b8b0c28c36d325cb83e93.jpg (Balance cards) http://thepegeekapps.com/balanceit/ (app)(Task Card Resource) http://www.pecentral.org/lessonideas/college/EducationalGymnastics.pdf (power point static balance) | |
| Student Resources: | http://thepegeekapps.com/balanceit/ (app) (Task Card Resource) | |
| Assessment: | Students will perform locomotor movements around the poly spots that have been scattered around the gym floor. On teacher signal, students will pick a poly spot. Underneath each poly spot will be a balance card. Students will perform the balance for 10 seconds. | |
| Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.) | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | The teacher may: <ul style="list-style-type: none"> • provide variations to the given balances. • allow a student to videotape fellow classmates performing balances. | Students may: <ul style="list-style-type: none"> • videotape fellow classmates performing balances. • modify a given balance |
| Extensions for depth and complexity: | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | N/A | Students perform the balance on a raised platform or on a balance beam. |
| Critical Content: | <ul style="list-style-type: none"> • Balance with demonstration of momentary stillness in symmetrical and nonsymmetrical shapes on a variety of body parts. • Balance, rolls, rotational skills and locomotor movements. | |
| Key Skills: | <ul style="list-style-type: none"> • Perform balance demonstrating momentary stillness in symmetrical and nonsymmetrical shapes on a variety of body parts. • Demonstrate balance, rolls, rotational skills and locomotor movements. | |
| Critical Language: | Balance, Perform, Shapes, Symmetrical, Non-symmetrical | |

Learning Experience # 4

The teacher may model various locomotor skills and various static balances so students can evaluate the importance of combining coordination and balance within rhythmic and static settings.

Generalization Connection(s):

A combination of rhythmic movements demonstrates understanding of balance and coordination.

Teacher Resources:

https://drive.google.com/open?id=1YxiWko4ROpTINBi1Sb9wJRhQDZRCXUIz_C2pqXsCB2w (Rubric)
https://www.myactivesg.com/~media/consumer/files/start%20out/children%20and%20youth/guide%20for%20parents/fundamental%20movement%20skills/stability%20skills/fms_kitforparents_stability_skills_static_balance.pdf (Static Balance resource)
 • http://www.peuniverse.com/Videos/detail.cfm?post_id=1260 (balance video)

Student Resources:

<https://www.youtube.com/watch?v=E-RBn2sYepI> (PE Balancing Sequence video)
http://images.slideplayer.com/16/5180837/slides/slide_3.jpg (Definition)

Assessment:

Students will perform locomotor rhythmic movements at different speeds and levels to the beat of a drum. When the teacher double beats the drum the student will hold a static balance (e.g. one foot, one body part, symmetrical, non-symmetrical, etc.). Teacher will assess using a rubric to check rhythm and balance.

Differentiation:

(Multiple means for students to access content and multiple modes for student to express understanding.)

Access (Resources and/or Process)

The teacher may allow student to beat the drum

Expression (Products and/or Performance)

Students may be the drummer if unable to participate in the movement activity

Extensions for depth and complexity:**Access** (Resources and/or Process)

N/A

Expression (Products and/or Performance)

Students may create a list of locomotor skills, levels, and static balances

Critical Content:

- Balance with demonstration of momentary stillness in symmetrical and non-symmetrical shapes on a variety of body parts.
- Balance, rolls, rotational skills and locomotor movements.

Key Skills:

- Balance with demonstration of momentary stillness in symmetrical and non-symmetrical shapes on a variety of body parts.
- Balance, rolls, rotational skills and locomotor movements.

Critical Language:

Locomotor, Balance, Perform, Shapes, Symmetrical, Non-symmetrical

Learning Experience # 5

he teacher may show the video of Simone Biles' gold medal floor routine so students can understand how combining rhythmic movements can create a dynamic performance.

Generalization Connection(s):

Combining rhythmic movements can create a dynamic physical performance.

Teacher Resources:

<https://drive.google.com/open?id=1bGzgl4tsJEHWjtQ-xRupZdJ6ncQgtYhS50DHwmwwVBg> (Self-Assessment Rubric)
<http://www.nbcolympics.com/video/simone-biles-unreal-floor-exercise-win-gold> (Simone Biles' Gold Medal Floor Routine)

Student Resources:

<https://drive.google.com/open?id=1bGzgl4tsJEHWjtQ-xRupZdJ6ncQgtYhS50DHwmwwVBg> (Self-Assessment Rubric)

Assessment:

Students will be working on their own to create a gymnastics routine. The routine must contain static balances, rolls, weight transfers, and traveling sequences. Once each student has created their routine they will complete a self-assessment.

Differentiation:

(Multiple means for students to access content and multiple modes for student to express understanding.)

Access (Resources and/or Process)

The teacher may:

- allow students to videotape the performances of fellow classmates.
- allow a student to create a routine and write it out on paper.
- allow a student to be a coach.

Expression (Products and/or Performance)

The student may:

- videotape the performance of fellow classmates.
- create a routine and write it out on paper.
- coach and assess a peer.

Extensions for depth and complexity:**Access** (Resources and/or Process)

N/A

Expression (Products and/or Performance)

N/A

Critical Content:

- Balance with demonstration of momentary stillness in symmetrical and nonsymmetrical shapes on a variety of body parts.
- Balance, rolls, rotational skills and locomotor movements.
- Forward and backward rolls with variation
- Combination of two or more rotational skills

Key Skills:

- Balance with demonstration of momentary stillness in symmetrical and nonsymmetrical shapes on a variety of body parts.
- Balance, rolls, rotational skills and locomotor movements.
- Forward and backward rolls with variation
- Combination of two or more rotational skills

Critical Language:

Locomotor, Rotational skills, Balance, Perform, Shapes, Symmetrical, Non-symmetrical