

Advanced Gymnastics

Physical Education

Grade 1 & 2

Elective Overview This course is for the child who demonstrates unusual strength, balance, coordination, flexibility, grace, poise, agility and body control. The floor elements involve tumbling, handstands, cartwheels, yoga poses, and locomotor movement. Students will be introduced to the balance beam. On the balance beam, the students will work on different walks, forward roll, cartwheels, dismounts and yoga poses. They will be introduced the skills on the horizontal bar (jump to support, cast off, forward roll, and back kick over). Finally students will be introduced to the still rings and the various skills they will learn (tuck, L-tuck, inverted hang, pike, and skin the cat).

gust 2019



Montclair Public School Elective Overview

Instructional Plan

Course: Advanced Gymnastics

Marking Period or Trimester: one trimester

Pacing: 8 weeks

NJSL

Anchor Standard

Strand 1: Movement skills and concepts- 2.5.2A 2.5.2C

Strand 2: Sportsmanship, Rules, and Safety 2.6.2A

Strand 3: Fitness and physical activity 2.5.PA

Framing the Learning

Timeframe	Big Ideas	Essential Questions	Enduring Understandings
Weeks 1 & 2	Planning and implementing elements of gymnastics on the floor.	How can I move my body in space?	Moving my body in space requires planning, flexibility and learned physical elements.
Weeks 3 & 4	Planning and implementing elements of gymnastics on the beam.	How can I move my body safely on the beam?	Moving my body in space requires planning, flexibility and learned physical elements.
Weeks 5 & 6	Planning and implementing elements of gymnastics on the vault.	How can I move my body using the vault?	Moving my body in space requires planning, flexibility and learned physical elements.
Weeks 7 & 8	Planning and implementing elements of gymnastics on the bar and/or rings.	How can I move my body using the straight bar or the rings?	Moving my body in space requires planning, flexibility and learned physical elements.

Evidence of Learning

Culminating Project: At the end of the cycle the students will be able to put together a routine on the still rings, floor, beam, vault and uneven bars.

Activities

Students will work on floor elements involve tumbling, handstands, cartwheels, yoga poses, and locomotor movement. Students will be introduced to the balance beam. On the balance beam, the students will work on different walks, forward roll, cartwheels, dismounts and yoga poses. They will be introduced the skills on the horizontal bar (jump to support, cast off, forward roll, and back kick over). Finally students will be introduced to the still rings and the various skills, they will learn (tuck, L-tuck, inverted hang, pike, and skin the cat).

DIFFERENTIATION

Special Education	ELL	Intervention	Acceleration
<ul style="list-style-type: none"> ● Modify and accommodate as listed in student’s IEP or 504 plan ● Prioritize instruction ● Utilize wait-time ● Ensure directions are clear and concise ● Utilize probing and clarifying questions ● Support instruction with scaffolding ● Model (provide step by step instructions) use of learning strategies ● Provide extended time for practice and review of learning strategies ● Identify, categorize, and teach words critical to understanding instructional texts ● Utilize multiple approaches to monitor student understanding ● Create rubrics to develop assessments ● Vary assessments ● Assign peer assisted reading and tutoring ● Provide individual help to all students ● Create opportunities for/Monitor peer collaboration ● Monitor student progress frequently ● Utilize flexible/cooperative grouping based on instructional goals ● Prioritize and chunk lengthy assignments ● Utilize assistive technology, when appropriate ● Provide ongoing, effective, specific feedback ● Model/Utilize graphic organizers ● Provide leveled reading materials ● Utilize visual aids and props (flashcards, pictures, symbols) when possible ● Utilize a multi-sensory approach to new topics 	<ul style="list-style-type: none"> ● Get to know student ● Set high expectations ● Learn/Utilize/Display some words in student’s heritage language ● Allow electronic translator ● Reword, repeat, and clarify directions ● Determine student knowledge and level of understanding ● Research instruction that best matches student need ● Utilize ongoing informal assessments ● Refer to NJDOE Resources: https://www.state.nj.us/education/bilingual/resources/ ● NJDOE ELL Support Descriptions: https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf <p>*Review Special Education list for additional recommendations.*</p>	<ul style="list-style-type: none"> ● Tiered Interventions following RtI framework ● RtI Intervention Bank ● Foundations Double-Dose (Tier II) ● LLI (Tier III) ● FFI Skill Report: DRA On-Line ● enVision intervention supports NJDOE resources 	<ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: abstraction, complexity, variety, organization ● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations ● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied

