

Englewood Public School District

Physical Education

Grade 2

Unit 2: Gymnastics and Line Dancing

Overview: Second grade students will engage in physical activities and dancing to develop motor skills and physical fitness. Coordination and balance are also a focus as students will learn a recreational activity they can engage in over a lifetime. Cooperative skills will be developed as students engage in line dancing.

Time Frame: One Marking Period

Enduring Understandings:

- *Gymnastics is an essential part of student physical growth.*
- *Learning gymnastics moves will help students in all motor skill activities.*
- *By participating in gymnastics students will learn how to fall correctly to avoid injury.*
- *Line dancing helps students in variety of different aspects in education.*
- *Line dancing tests students' memory while allowing them to develop rhythm and tempo.*
- *Line Dancing also develops class community by having the students perform the same dance.*

Essential Questions:

- *Can students perform the presented gymnastic moves?*
- *Can students learn the designed dances?*
- *Can students move on the beat and dance to the tempo?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<u>Comprehensive Health and Physical Education</u> 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.,	Topics Gymnastics	Gymnastics Lesson Plans, Great Activities – PE Matters! <ul style="list-style-type: none"> • Circus Day • Balance Beam Worksheets • Gymnastics Skills for Beginners • Teaching a Back Roll 	Equipment: <ul style="list-style-type: none"> • Mats • Hula-Hoops Charts: <ul style="list-style-type: none"> • Physical Education Vocabulary Chart Gymnastics Lesson Plans, Great Activities – PE Matters! https://greatactivitiesonline.co	Formative Assessments: <ul style="list-style-type: none"> • Teacher observation • Question and answer group discussion • Peer Feedback Benchmark Assessment: Common Formative Assessment Summative Assessments:
	Objectives <ul style="list-style-type: none"> • Students will be able to perform a forward roll. • Students will be able to perform a backwards roll. 			

games, sports, dance, and recreational activities).

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.

2.5.2.A.4

Correct movement errors in response to feedback.

2.5.2.C.2

Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.

- Students learn the steps to perform a cartwheel.
- Students will learn the steps to a headstand and handstand
- Students will demonstrate what it means to spot another student

- Gymnastics Obstacle Course

Gymnastics Skills, Hot Chalk

Tripods and Headstands, Hot Chalk

Body Management/Gymnastics/Non-Locomotor Unit Plan, Kathie Leibel and Dr. Rattigan, Rowan University:

- Introduction
- Relay Fun
- Circuit Training

Gymnastics: A Lot More Than Just Flips! Alabama Learning Exchange

Students will summarize a text that they read about gymnastics as an Olympic sport (NJSLS RI 2.2).

m/gymnastics-skills-for-the-beginner/

Gymnastics Skills, Hot Chalk, <http://lessonplanspage.com/pe/elevengymnasticskills13-htm/>

Tripods and Headstands, Hot Chalk, <http://lessonplanspage.com/pe/gymnastictripodsandheadstandsstepsandcuesk2-htm/>

Management/Gymnastics/Non-Locomotor Unit Plan, Kathie Leibel and Dr. Rattigan, Rowan, <http://users.rowan.edu/~rattigan/EPEA/KatieLeibelEPEAUnitPlan.pdf>.

Gymnastics: A Lot More Than Just Flips! Alabama Learning Exchange, https://www.alex.state.al.us/lesson_view.php?id=31027

Teacher Resource:

How to Teach Gymnastics Skills in PE, The PE Specialist, <https://www.thepespecialist.com/gymnastics/>

Lesson Plans for Primary Gymnastics, eHow, Youtube, <https://youtu.be/NVvy8rnOUNA>

Teacher checklist of student progress, page 13, Management/Gymnastics/Non-Locomotor Unit Plan, Kathie Leibel and Dr. Rattigan, Rowan, <http://users.rowan.edu/~rattigan/EPEA/KatieLeibelEPEAUnitPlan.pdf>.

Alternative Assessments:

- Self-Assessment
- Tell orally "I can"

Comprehensive Health and Physical Education

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).

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.

2.5.2.A.3

Respond in movement to changes in tempo, beat, rhythm, or musical style

2.5.2.A.4

Correct movement errors in response to feedback.

		Student Text: Gymnastics as an Olympic Sports https://newsela.com/read/wo-mens-olympic-gymnastics/id/19416/	
Topics	Objectives	Equipment:	Formative Assessments:
Line Dancing	<ul style="list-style-type: none"> Students will learn and remember the presented songs Students will apply the correct dance moves at the correct tempo and beat Students will be able to develop a class community 	<p>Jumping Jack Mania Dance, PE Central</p> <p>Dancing in the Classroom, PE Central</p> <p>Waltzing Line Dance, PE Central</p> <p>Shake it Senora, PE Central</p> <p>Jingle Bell Dance with the Crazy Frogs</p> <p>Move It Line Dance, PE Central</p> <p>Basic Line Dancing, Amy Mayhall and Natalie Svoboda</p> <p>Dance Unit K-2, Love PE https://lovepe.me/dance-unit-k-2/</p> <p>Students will watch a video about dances from around the world and discuss in groups what they learned. (NJSLS SL.1)(NJSLS SL.2)</p> <p>Students will research a style of dance in a country</p>	<p>• Teacher observation of collaboration</p> <p>• Students work in small groups to create a new line dance</p> <p>Summative Assessment: Assessing Dance in Elementary PE, National Association for Sport and Physical Education, http://users.rowan.edu/~cone/curriculum/Assessing-Dance-in-Elem-PE.pdf.</p> <p>Alternative Assessments:</p> <ul style="list-style-type: none"> Self-Evaluation of progress throughout the line dancing unit Peer Evaluation
		<p>Charts:</p> <ul style="list-style-type: none"> Physical Education Vocabulary Chart <p>Jumping Jack Mania Dance, PE Central, http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8411#.Wg8xeVVryX0</p> <p>Dancing in the Classroom, PE Central, http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=133028#.Wg8xmlVryX0</p> <p>Waltzing Line Dance, PE Central, http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132651#.Wg8xtVVryX0</p> <p>Shake it Senora, PE Central, http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12807#.Wg8x5IVryX0</p> <p>Jingle Bell Dance with the Crazy Frogs</p>	

2.5.2.B.3
Determine how attitude impacts physical performance.
2.5.2.B.4
Demonstrate strategies that enable team and group members to achieve goals.

from around the world and share with class.(6.1.4.D.13)(NJSLS W2.7)

<http://www.pecentral.org/lessons/ideas/ViewLesson.asp?ID=10415#.Wg8vDFVryX0>

Move It Line Dance, PE Central,
<http://www.pecentral.org/lessons/ideas/ViewLesson.asp?ID=10323#.Wg8yIVVryX0>

Basic Line Dancing, Amy Mayhall and Natalie Svoboda
<http://wp.cune.org/nataliesvoboda/files/2013/04/Line-Dance-Lesson-Plan.pdf>.

Dance Unit K-2, Love PE
<https://lovepe.me/dance-unit-k-2/>

Media:
Dances from Around the World
<https://nj.pbslearningmedia.org/collection/social-studies-and-world-history-through-music-and-dance>

Key Vocabulary:

Gymnastics:

- **Forward roll** – Gymnastic movement in which the body is turned heels over head with the back of the neck resting on the ground
- **Backwards roll** – Gymnastic movement in which the body is turned head over heels with the back of the neck resting on the ground
- **Cartwheel** – A circular sideways handspring with the arms and legs extended
- **Balance** – An even distribution of weight enabling someone or something to remain upright and steady
- **Headstand** – The act of balancing on one's head and hands with the feet in the air
- **Handstand** – An act of balancing on one's hands with one's feet in the air or against a wall
- **Spotting** – To observe or assist (a gymnast) during a performance in order to minimize the chance of injury to the gymnast

Line Dancing:

- **Beat** – A main accent or rhythmic unit in music or poetry
- **Tempo** – The rate or speed of motion or activity; pace
- **Rhythm** – A strong, regular, repeated pattern of movement or sound
- **Dance** – Move rhythmically to music, typically following a set sequence of steps

Integration of 21st Century Standards:

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA -

https://www.wida.us/standards/CAN_DOs/

This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Dance requirements. This will include allowing more opportunities to demonstrate creativity and the design of original choreography.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> • Break tasks into manageable chunks • Speak and display terminology and movement • Use visual representation • Teacher modeling • Peer modeling • Develop and post routines • Label classroom materials • Students share about their own culture (country) • Word walls 	<ul style="list-style-type: none"> • Utilize modifications & accommodations delineated in the student’s IEP • Work with paraprofessional • Use multi-sensory teaching approaches and other props provide helpful visual, auditory, and tactile reinforcement of ideas. • Work with a partner 	<ul style="list-style-type: none"> • Oral prompts can be provided • Using visual demonstrations, illustrations, and models • Give directions/instructions verbally and in simple written format. • Peer Support • Increase one on one time • Teachers may modify instructions by modeling 	<ul style="list-style-type: none"> • Research can be extended out of class • Curriculum compacting • Inquiry-based instruction • Independent study • Higher order thinking skills • Adjusting the pace of lessons • Interest based content • Real world scenarios • Student Driven Instruction

	<ul style="list-style-type: none"> ● Provide concrete examples and relate all new movements to previously learned moves (walking on a balance beam vs. walking on a piece of tape on the ground). ● Solidify and refine concepts through repetition. ● Modify movement requirements ● Adjust requirement for close contact with peers as needed 	<p>what the student is expected to do</p> <ul style="list-style-type: none"> ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and make adjustments as needed 	
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Interdisciplinary Connections:

ELA - NJSLS/ELA:

NJSLS RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

NJSLS W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Social Studies:

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Integration of Technology Standards NJSLS 8:

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

8.2.2.E.1 List and demonstrate the steps to an everyday task.

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP12. Work productively in teams while using cultural global competence.

