

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS  
PHYSICAL EDUCATION CURRICULUM  
GRADES 5 & 6**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<u>FITNESS</u>	Students will be able to: <ul style="list-style-type: none"> <li>• demonstrate coordination;</li> <li>• demonstrate endurance.</li>   <li>• demonstrate the ability to run at different rates;</li> <li>• demonstrate endurance.</li>   <li>• demonstrate flexibility.</li>   <li>• demonstrate ability to bend and stretch.</li> <li>• demonstrate endurance.</li>   <li>• demonstrate flexibility.</li> </ul>	<u>Fitness Exercises</u> <p>A. Jumping Jacks (refer to pg. 11)</p> <p>B. Tortoise and Hare (refer to pg. 8)</p> <p>C. Windmill</p> <p>Students will spread their feet shoulder width apart, arms extended sideward to shoulder level, palms down. They will touch their right hand to their left toe and reverse. Keep legs and arms straight.</p> <p>D. Squat Thrust (refer to pg. 12)</p> <p>E. Back Stretcher</p> <p>Students will stand with feet spread shoulder width apart, arm extended overhead, and palm facing forward. They will bend forward from the hip and bend their knees. They will swing arms downward between their legs and touch the floor behind their feet.</p>	<ul style="list-style-type: none"> <li>• None</li>   <li>• None</li>   <li>• None</li>   <li>• None</li>   <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li>   <li>• Teacher Observation</li>   <li>• Teacher Observation</li>   <li>• Teacher Observation</li> </ul>	<p>2.5 A.1-2 A.4 C.5</p> <p>2.5 A.1-2 A.4 C.5</p> <p>2.5 A.1-2 A.4 C.5</p> <p>2.5 A.1-2 A.4 C.5</p> <p>2.5 A.1-2 A.4 C.5</p>

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<u>FITNESS</u>	Students will be able to: <ul style="list-style-type: none"> <li>• demonstrate flexibility.</li>   <li>• demonstrate arm strength;</li>   <li>• demonstrate abdominal muscle strength;</li> </ul>	<u>Fitness Exercises</u> (cont'd.) <p>F. Wing Stretcher</p> <p>Students will stand erect, raising elbows to shoulder height. Fists should be clenched, with palms down, in front of chest. They will thrust their elbows backward vigorously and return. They will keep their head erect.</p> <p>G. Push Ups</p> <p><u>Difficult:</u> Students will keep their body straight, hands and toes supporting their weight. They will bend elbows and touch chest to floor.</p> <p><u>Easier:</u> Shoulders and hands at the same level. Knees are bent and body is straight from head to knees. Students will raise feet off the floor. The weight is supported by hands and knees. Bend elbows and touch chest to the floor. Buttocks stay down and abdomen in.</p> <p>H. Up Oars</p> <p>Students will lie on mat with arms extended overhead. They will sit up, reach forward with arms extended, pulling knees tightly against their chest. Return to start. Keep a rhythm while doing this exercise.</p>	<ul style="list-style-type: none"> <li>• None</li>   <li>• None</li>   <li>• 4 Mats</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li>   <li>• Teacher Observation</li>   <li>• Teacher Observation</li> </ul>	2.5    A.1-2 A.4 C.5  2.5    A.1-2 A.4 C.5  2.5    A.1-2 A.4 C.5

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<u>FITNESS</u>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate ability to run;</li> <li>• demonstrate strength of biceps, triceps, and abdominal muscles;</li> <li>• demonstrate speed;</li> <li>• demonstrate ability to change direction quickly;</li> <li>• demonstrate explosive power of the thigh muscles.</li> </ul> <ul style="list-style-type: none"> <li>• demonstrate knowledge of basic fitness.</li> <li>• demonstrate knowledge of basic fitness.</li> </ul>	<p><u>Fitness Activities</u></p> <p>A. Fitness Grids</p> <ol style="list-style-type: none"> <li>1. Shuttle Run</li> <li>2. Flex Arm Lift</li> <li>3. Pull-ups</li> <li>4. Curl-ups</li> <li>5. Standing Broad Jump</li> <li>6. Sprinting</li> </ol> <p>Divide the class into thirds. Have the first group do Grid Bars &amp; Shuttle Runs; the second group do Grid Curl-ups and Standing Broad Jump; the third group to Sprints, touching each line. Students will rotate through the grids. Variations can be made.</p> <p><u>Fitness Knowledge Tips</u></p> <p>(Refer to <i>Fabulous Fitness Fun</i>)</p> <p>A. Warm-up Value</p> <p>B. Building Strength</p> <ol style="list-style-type: none"> <li>1. Overload Principle</li> <li>2. Progression Principle</li> <li>3. Principle of Specificity</li> </ol>	<ul style="list-style-type: none"> <li>• 4 Erasers</li> <li>• 4 Mats</li> <li>• Chinning Bars</li> </ul> <ul style="list-style-type: none"> <li>• <i>Fabulous Fitness Fun</i> by Betsy Beals, Great Activities Publishing Co., Vol. 1, No. 3, c. 1986</li> <li>• Quiz Sheet</li> <li>• Target Rate Sheet - <i>Fabulous Fitness Fun</i></li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Teacher Observation</li> </ul>	<p>2.5    A.1-2           A.4           C.5</p> <p>2.6    A.1-6           C.1,5</p> <p>2.6    A.1-6           C.1,5</p>

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<u>FITNESS</u>	Students will be able to:           <ul style="list-style-type: none"> <li>• demonstrate muscle endurance;</li> <li>• demonstrate strength;</li> <li>• demonstrate flexibility;</li> <li>• demonstrate cardiovascular endurance.</li> </ul>	<u>Fitness Knowledge Tips (cont'd.)</u>  C. Exercises That Can Hurt  1. Keep Knee Bends 2. Double Leg Lifts 3. Straight Leg Sit-ups 4. Knee Locked Standing Toe Touches  D. Benefits to Your Heart  E. Cardiovascular Fitness  1. Program 2. Target Rate Sheet  F. "Fitness Day"  Set up 6 different stations in the gym. Have students rotate in a clockwise manner after spending 3 minutes at each station. The 6 stations will include:  1. Strength Station (pull-ups) 2. Heart & Lung Station (jumping rope) 3. Stretch Station (stretches) 4. Skill Station (completing a skill of choice) 5. Curl-up Station (doing curl-ups) 6. Shuttle Run Station (doing shuttle runs)		<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Teacher Observation</li> <li>• Teacher Observation</li> <li>• Teacher Observation</li> </ul>	2.6 A.1-6 C.1,5  2.6 A.1-6 C.1,5  2.6 A.1-6 C.1,5  2.6 A.1-6 C.1,5

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<p><u>FITNESS</u></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate cardio-respiratory endurance;</li> <li>• demonstrate flexibility of legs and lower back;</li> <li>• demonstrate arm, upper body, and abdominal strength;</li> <li>• demonstrate speed, agility, and endurance;</li> <li>• aim for better than tone - 75% - Very Good; 85% - Presidential Excellence.</li> </ul>	<p><u>Other Fitness Activities</u></p> <p>A. The President's Challenge (Introduced Spring 1988)</p> <p>1. One Mile Run      4. Pull-ups 2. V-Reach            5. Shuttle Run 3. Curl-ups</p> <p>Give One Lesson: V-Reach - Partners score Curl-ups - Partners score Pull-ups</p> <p>Give Mile Run: Have class set up in 2 groups with each non runner counting laps of assigned runner as well as listening for time - Tally.</p> <p>Give Shuttle Run: Inside - Partners in pairs of equal speed. Have scores. Teacher times and calls out scores. All testing done when teacher has determined classes are prepared in the Spring for final evaluation. Testing may take 4 or 5 start of lessons.</p> <p>Students may take some sections again. Test will be given in the fall with each child scoring their own papers. Compare in the Spring. Spring score sheet determines awards which are 50%, 75%, and 80%.</p>	<ul style="list-style-type: none"> <li>• VHS Tape - <i>The President's Challenge</i> - narrated by Pam Shriver</li> <li>• Pencil</li> <li>• Stop Watch</li> <li>• 4 Cones</li> <li>• Taped Floors</li> <li>• Chinning Bars</li> <li>• Mats</li> <li>• Inside - Mats, Bars, Taped Floor, Pencils</li> <li>• Outside - Stop Watch, Score Sheets, Empty Softball Boxes, 7 Markers for ea. Partner, 4 Pencils</li> <li>• Inside: 4 Erasers, 2 Stop Watches, 2 Pencils, 2 Clipboards</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	<p>2.6    A.1-6          C.1,5</p>

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<u>FITNESS</u>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate eye-hand coordination;</li> <li>• demonstrate proper grip, back swing, ball contact, and follow through;</li> <li>• understand the object of the game;</li> <li>• keep score;</li> <li>• understand the importance of using golf clubs.</li> </ul> <ul style="list-style-type: none"> <li>• understand that there are activities which can promote good health and can be enjoyed throughout life;</li> <li>• demonstrate eye-hand coordination;</li> <li>• swing a golf club and keep score.</li> </ul>	<p><u>Fitness/Lifetime Activities</u></p> <p>A-1. Golf</p> <p>Tee Shot &amp; Putting - Line 12 students up at the tee line. Explain and demonstrate grip, stance, tee shot, and putting. The students will hit sponge balls toward the putting cups. Partners will keep score. They will then switch with 12 other students.</p> <p>Students can practice their skills at a miniature golf course, which is a 9-hole course that contains various hazards and players keep score.</p> <p>A-2. Golf</p> <p>Line students up with partners. Have only 1 partner swinging a club at a time. Place a common target or hole in front of the students and explain proper swing. Have students try to hit plastic golf balls to the target. Switch partners. Partners are responsible for keeping score and watching where the ball goes.</p>	<ul style="list-style-type: none"> <li>• 12 Plastic Golf Clubs</li> <li>• 12 Sponge Golf Balls</li> <li>• 12 Wiffle Golf Balls</li> <li>• Various Putting Cups &amp; Flags</li> </ul> <ul style="list-style-type: none"> <li>• 25 Plastic Golf Clubs</li> <li>• 100 Plastic Practice Golf Balls</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul> <ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	<p>2.6 A.1-6 C.1,5</p> <p>2.6 A.1-6 C.1,5</p>

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<u>FITNESS</u>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• understand that there are activities which can promote good health and can be enjoyed throughout life;</li> <li>• demonstrate eye-hand coordination;</li> <li>• roll a ball, set up pins, and keep score.</li> </ul> <ul style="list-style-type: none"> <li>• understand that there are activities which can promote good health and can be enjoyed throughout life;</li> <li>• demonstrate eye-hand coordination;</li> <li>• swing a racquet, hit a shuttlecock, and keep score.</li> </ul>	<p><u>Fitness/Lifetime Activities</u></p> <p>B. Bowling</p> <p>Students will use a 3-step approach and release the ball before the foul line. Count how many pins were knocked down. Rotate players after 2 rolls are complete. Each player has a specific job/task such as:</p> <ol style="list-style-type: none"> <li>1. Bowler</li> <li>2. Pinsetter</li> <li>3. Score Keeper</li> </ol> <p>C. Badminton</p> <p>Have 2 players per team. One player will serve the shuttlecock over the net to the other team. Players will keep score - 1 point if shuttlecock lands on the other side of the net. Rotate servers. Players will practice by hitting shuttlecock up to themselves as many times as they can.</p>	<ul style="list-style-type: none"> <li>• 24 Pins</li> <li>• 6 Footballs</li> <li>• 6 Basketballs</li> <li>• 6 Frisbees</li> <li>• 6 Playground Balls (8 ½")</li> <li>• 6 Yellow Ropes</li> </ul> <ul style="list-style-type: none"> <li>• 20 Plastic Badminton Racquets</li> <li>• 20 Shuttlecocks</li> <li>• 4 Nets</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul> <ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	<p>2.6    A.1-6           C.1,5</p> <p>2.6    A.1-6           C.1,5</p>

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<u>FITNESS</u>	Students will be able to: <ul style="list-style-type: none"> <li>• understand that there are activities which can promote good health and can be enjoyed throughout life;</li> <li>• demonstrate eye-hand coordination;</li> <li>• toss and catch 1, 2 or 3 scarves at a time and do it as many times as they can.</li> </ul>	<u>Fitness/Lifetime Activities</u> (cont'd.)  D. Juggling  Students will use step-by-step method. They will start with 1 scarf and practice a toss “ghost” and a catch “claw.” They will then move on to 2 scarves and practice a toss-toss-catch-catch motion. Scarves should end up in opposite hands. When they move on to 3 scarves, they will practice a toss-toss-catch-toss-catch-toss motion. Stress that the toss must go across the body. Always start tossing with the hand that has 2 scarves in it. Repeat.  (Refer to picture demonstrations on pgs. 25-28 in the “Other Games/New Games & Mass Group Games” Section)	<ul style="list-style-type: none"> <li>• 150 Juggling Scarves</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	2.6    A.1-6 C.1,5