

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
PHYSICAL EDUCATION CURRICULUM
SEPTEMBER 2006**

PHILOSOPHY

The physical education program in the Township of Franklin is aimed at providing each individual with an equal opportunity to develop and maintain the health, strength and ability to meet the demands of modern day living.

The programs strives to:

- add meaning to movement;
- create cooperative and contributing participants in many forms of activity;
- develop skills and lasting interests in socially desirable forms of recreation leading to enjoying physical activities to one's fullest;
- make each individual aim at maintaining optimal levels of physical fitness which is the corner stone of living a positive and productive life.

Goals of the Program

- Organic Development - maintaining a desirable level of health, fitness and physiological function through the development of organic systems of the body.
- Psychomotor Development - leading to proficiency in the performance of physical skills, sports and games, skills requiring coordination, rhythm, accuracy and poise and performed with grace and with efficient use of effort.
- Cognitive Development - involving knowledge, sense, perception, judgement, memory, imagination, creativity, thinking and reasoning necessary to perform physical skills and to make informed decisions about one's physical well being;
- Affective Development - expressing an appreciation of self and others, of feelings and emotions, and developing desirable standards of conduct - primarily concerned with experiences relating to movement, sports participation and spectatorship.

Objectives

- develop and maintain an optimal level of physical fitness;
- develop and maintain efficient and effective motor skills in a wide range of activities;
- develop a knowledge and an understanding of rules and strategies related to physical activities;
- develop decision making skills leading to informed choices about personal well being;
- demonstrate patterns of positive social behavior and interpersonal relationships;
- develop a positive self-image;
- develop leadership ability;
- foster an aesthetic appreciation of artistic forms of movement

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Grades T1, 1 & 2 (Ages 6 - 8)

A. Characteristics

1. Relatively rapid structural growth occurs
2. Large muscles are better developed than small ones
3. Bones remain somewhat soft
4. Muscular strength is limited
5. Heart and lungs are small in relation to height and weight
6. Heart growth rapid
7. Uneven development of body parts
8. Chest grows faster than the abdomen
9. Legs faster growth than trunk
10. Face faster growth than head
11. Pulse and breathing rates decline
12. Moving gradually toward their adult levels
13. Very active - fatigue easily
14. Gross motor control of fingers and hands is incomplete
15. Motor skills progress unevenly
16. Eyes are slow to focus
17. Speed of reaction is about 1/2 that of adult
18. Friendly, affectionate and curious
19. Emotionally dependent on security and acceptance
20. Struggle between need for help and need for independence
21. Expression of emotions is more controlled
22. Fear of danger dispelled by developing skill and self confidence
23. Display intellectual curiosity
24. Attention span short and related to motivation
25. Rapid expansion of both understanding and use of language
26. Reasoning and problem solving become more adequate

B. Needs, Interests and Program Implications

1. Vigorous activity
2. Variety of activities of brief duration
3. Practice in perceptual - motor skills - right, left, unilateral, bilateral and cross-lateral movements
4. Practice on large apparatus
5. Practice with small apparatus such as balls, ropes, etc.
6. Opportunities to experience success, praise and encouragement
7. Experiences to help understand how their bodies work
8. Chances to develop a movement and fitness vocabulary
9. Emphasis on mastering basic movement skills

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Grades 3 & 4 (Ages 9, 10, 11)

A. Characteristics

1. Growth change from slow and steady to fairly rapid
2. Height and weight increases may be faster in girls than in boys
3. Some will experience adolescent growth spurts in rapid growth of arms and legs
4. Secondary sex characteristics may begin to appear
5. Girls are usually a year ahead of boys in physical maturity and development
6. Muscular strength is not equal to growth
7. The size of the heart and lungs is in proportion to height and weight
8. The brain grows rapidly
9. Growth process is individual to own time pattern and growth cycle
10. Coordination is good
11. Reaction time is improving
12. Great pride in physical performance
13. Some may appear awkward because of growth spurts
14. Marked maturation of motor skills
15. Ball handling skills increase
16. Better balance
17. Better footwork
18. Children seek a balance between self and others; display a spirit of independence but want guidance and affection
19. More responsible
20. Need to succeed
21. Enjoy competition
22. Develop group loyalties
23. Developing insight into emotions of others
24. Attention span lengthens
25. Able to work in group setting

B. Needs, Interests and Program Implications

1. Daily, vigorous, fast-moving activities
2. Review previously learned skills
3. Development of higher degrees of skill
4. Chance to experience success
5. Opportunity to belong to a group
6. Chance to draw relationships between activities and physical fitness
7. Chance to draw relationships between activities and career choices

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Grades 5 & 6 (Ages 12, 13)

A. Characteristics

1. This is a period of rapid growth
2. Increase in muscular strength, heart size and stroke volume
3. Girls reach a high point of accelerated growth with manifestations of sexual development one or two years earlier than boys
4. Post-pubescent boys, due to rapid muscular growth, are stronger than pubescent boys
5. Girls attain their peak fitness performance at this age
6. Motor and skill development improves steadily
7. Some girls may be more skilled in motor activities than boys at this age
8. Social approval is a powerful influence on behavior
9. Children have a need for group membership and peer acceptance
10. Evidence of steady increase in the ability to reason and to solve problems
11. Motivation for intellectual development frequently lies in the usefulness of specific learning
12. Extended periods of concentration are met with difficulty

B. Needs, Interests and Program Implications

1. Young people require knowledge and assurance about the physical changes they will be undergoing
2. Daily activity periods are needed with instruction in more complex skills, body mechanics and fitness activities
3. Be alert to symptoms of fatigue
4. Explore a variety of activities
5. Cooperation, sportsmanship, competition, teamplay, leadership and followership should be stressed

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STATEMENT OF PURPOSE

The purpose of the Physical Education curriculum in the Township of Franklin Public Schools is to develop individuals who have proficiencies which will enable them to:

- 1) experience the joy of effort through movement;
- 2) develop individual responsibilities and lifelong habits for maintaining the highest levels of physical fitness for which they are capable;
- 3) gain information concerning the historical background of sports and physical activities as well as being exposed to other cultural activities, such as dancing.

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DISTRICT GOAL

Through the teaching of Physical Education related experiences, the Township of Franklin Public Schools shall give every pupil the opportunity to:

- 1) acquire the capacities for playing satisfying and responsible roles in family life;
- 2) develop an understanding of his/her own worth, abilities, potentialities and limitations;
- 3) enjoy the process of learning and to acquire the skills necessary for a lifetime of continuous learning and adaptation to change.

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EVALUATION COMPONENTS

Students will show satisfactory achievement of outcomes by:

- 1) participating in all Physical Education activities;
- 2) receiving satisfactory grades on performance and written Tests concerning instructed skills;
- 3) showing satisfactory progress on report card.

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SPECIAL EDUCATION MODIFICATIONS

The special education program in the Township of Franklin services the needs of the elementary school disabled population, ages three through twelve, or grades preschool through six. Programs within the district meet the needs of those students classified as Eligible for Special Education and Related Services due to learning, language, behavioral, or multiple disabilities. Students whose disabilities are so severe that their needs cannot be met within the district are placed into appropriate programs outside of the district.

The Township of Franklin is committed to providing a free and appropriate public education to all disabled children in the least restrictive environment. In an effort to insure that each student reaches his/her potential, an educational plan is designed specifically for that child. The special education program is structured to provide resource center, self-contained, and supported regular education instruction based on the educational need of the student. The curriculum parallels that of the regular classroom with exceptions made for the individuality of the student.

Student progress in meeting the specific goals and objectives of his/her Individual Education Plan is monitored on an on-going basis by both the teacher and the student's case manager. An annual review is held each year to discuss both academic progress and objectives for the following year. Evaluation of progress may include, but is not limited to, teacher-made and standardized tests, informal observation, homework, classwork, and three-year re-evaluation.

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STUDENTS WITH SPECIAL NEEDS PROGRAM

- A. Physical education program will attempt to provide handicapped students with learning experiences which are designed to minimize the handicap and which address the strengths inherent in the child.
- B. The goals should parallel goals and objectives for physical education programs for the general school population. The broad goals of organic, psychomotor, cognitive and affective development apply to programs for all students.
- C. Program objectives for students with special needs center around the individualization of the program as recommended by the IEP and activities designed to meet the needs of students.
 - 1. Objectives are:
 - a. to improve fundamental movement patterns;
 - b. to improve motor fitness;
 - c. to improve physical fitness;
 - d. to develop sports skills;
 - e. to improve skills in the use of apparatus in various sports and physical education activities;
 - f. to improve group interaction skills.
- D. Methods of modifying and adapting activities: In some cases, it will be necessary to change some features of games and activities to meet the goals and objectives for handicapped students either mainstreamed into regular physical education or participating in special classes.
 - 1. Reduce the range of the game:
 - a. Decrease the boundaries of the court, field, or play area
 - b. Lower the net or goal
 - c. Increase the number of players designed to cover an area
 - d. Play net-type games through a hoop
 - e. Use soft, or lightweight play implements that will not travel far when hit, kicked or thrown
 - f. Attach a cord (tether) to a ball to limit the distance it will travel
 - g. Introduce changes to the rules that will reduce the amount of force applied to implements being used in the game
 - h. Reduce the time periods of the game or the number of points required to complete the game

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STUDENTS WITH SPECIAL NEEDS PROGRAM

2. Provide additional rest periods
3. Use equipment that can be handled easily
 - a. light plastic implements that can be effectively held in one hand
 - b. large, partially inflated beachballs or 8 1/2 inch playground balls that can be handled with the arms and hands
 - c. soft yarn or fleece balls that can be grasped easily
 - d. implements with special grips or handles
 - e. plastic containers for ten pins to reduce injury
4. Reduce the speed of moving objects
 - a. use large, lightweight balls that travel at a slower rate of speed
 - b. decrease the air pressure in the ball
 - c. introduce changes in the rules that will regulate the speed of the participants or the amount of force they may apply to the game implements such as:
 - 1) walk or hop rather than run;
 - 2) throw the ball underhand;
 - 3) roll the ball;
 - 4) punch or throw the ball rather than kick it, and;
 - 5) throw the ball to several others on the team before throwing it to the base

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PHYSICAL EDUCATION LESSONS

A. Structure of the Lessons

1. Start - Warm Ups
 - a. Movement Education
 - b. Exercises
 - c. Fitness Activities
2. Skills - Manipulative activities pertaining to the particular sport the of the time frame (dictated monthly by the seasonal activities)
3. Drills and Games Using Skills
4. Games
5. Cool Down

B. Time Allotted

Grades	Warm-Ups	Skills & Drills	Games	Cool Down
1 st & 2 nd	5-10 minutes	20-25 minutes	10 minutes	5 minutes
3 rd & 4 th	5 minutes	20-25 minutes	10-15 minutes	5 minutes
5 th & 6 th	3-5 minutes	15-20 minutes	15-20 minutes	2-5 minutes

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PROGRAM FOR THE YEAR

GRADES	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	★ JANUARY
1 & 2	Introduction Organization Fundamental Rhythms Movement Education Eye-Foot Coordination (Soccer Activities) Tag Games	Fundamental Rhythms Movement Education Soccer Skills/Activities Tag Games Quiet Games	Rope Activities Fundamental-Movement Stunts Basketball & Basic Ball Skills Ball Activities Tag Games Quiet Games	Hoop Activities Fundamental-Movement Stunts Ball Handling Skills Ball Activities Tag Games Quiet Games	Warm-up Activities Tumbling & Mat Stunts Cool Down Activities
3 & 4	Introduction Organization Fundamental Rhythms Exercise Soccer Skills & Drills Low Organization Games	Fitness - Warm-ups Soccer Skills, Drills & Games Low Organization Games (Team Activities) Fun Tag Games	Rope Activities Fitness - Warm-ups Basketball Skills, Drills & Games Low Organization Games Fun Tag Games	Long Rope Challenge Fitness - Warm-ups Complete Basketball Skills Basketball Activities Tag Games	Warm-ups Tumbling - Stunts Partner Stunts Pyramids Floor Stunts
5 & 6	Introduction Organization Warm-ups Soccer Skills, Drills & Games Soccer Lead-up Games	Fitness - Exercise Obstacle Courses Soccer Skills, Drills & Games Soccer Lead-up Games Team Activities Fun Games	Rope Activities Fitness Street Hockey Skills, Drills & Games	Long Rope Challenge Fitness - Activities Basketball Skills, Drills & Games Lead-up Basketball Games Tag Games	Fitness - Warm-ups Tumbling - Floor & Mat Stunts Partner Stunts Pyramids

★ January and February are interchangeable depending on Physical Education yearly program: one year - tumbling; next year - dancing

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PROGRAM FOR THE YEAR

GRADES	★ FEBRUARY	MARCH	APRIL	MAY	JUNE
1 & 2	Warm-up Folk Dancing Square Dancing Cool Down Bowling	Fitness Activities Shuttle Run Long Rope Jumping Running Tag Games Cool Down	Movement Education with Equipment Volleyball Skills & Activities Tag Games Quiet Games	Obstacle Course Follow the Leader Field Day Activities Relays Softball Skills with Playground Balls Base Running Tag Games	Field Day Warm-ups Parachute Activities Kick Ball Skills & Games Tag Games Cool Down Games
3 & 4	Warm-up Up-to-Date Without Partner Dances Bowling Lifetime Activities	Fitness Activities Grids - Stations Volleyball Skills & Activities Low Organization Tag Games & Team Play	Fitness Activities Stunts - Rope Movement Volleyball Skills & Activities Newcombe	Field Day Warm-ups Mile Run/Walk Softball Skills Kick Ball Skills Kick Ball	Parachute Warm-up Complete Field Day Preparations Kick Ball Skills Kick Ball
5 & 6	Warm-ups Folk Dancing Up-to-Date Without Partner Dances Bowling Lifetime Activities	Fitness Activities - Grids & Stations Volleyball Skills & Activities Volleyball Team Play	Fitness - President's Challenge Scoring - Parts of Test Volleyball Skills Volleyball Play	Field Day Warm-ups Complete Fitness Testing Softball Skills Softball Lead-up Games	Parachute Warm-up Complete Field Day Preparations Compete Fitness Testing Softball Games

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