

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
PHYSICAL EDUCATION CURRICULUM
GRADES 1 - 6 & SPECIAL EDUCATION**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<u>MOVEMENT EDUCATION</u>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • know which body parts he/she has and their capabilities; • use space effectively and with safety; • be able to move in different directions; • be able to move fast or slow; • be able to move directly or indirectly; • be able to move with a light or strong force; • demonstrate stretching and twisting. <ul style="list-style-type: none"> • demonstrate slow and fast movement; • demonstrate creativity; • demonstrate spatial awareness. 	<p>A. Types of Environmental Settings</p> <p>1. Spatial Aspects - Personal Space/ General Space Level, Direction, & Range</p> <p>The teacher directs students to experiment in finding different ways of performing different movement tasks. Teacher will ask:</p> <ul style="list-style-type: none"> – Can you stretch as high (Level) as the ceiling? – Can you twist your body like a snake in the sand while moving to your left (Direction and Level)? – Can you reach your toes out to the end of your space, trying to touch your neighbor? (Directions, Range) <p>2. Gravity or Buoyancy Awareness</p> <p>Teacher will ask:</p> <ul style="list-style-type: none"> – Can you jump off the floor and land slowly and softly on your toes and then your feet? – Can you let your body quickly dissolve to the floor like a witch splashed with a bucket of water? 	<ul style="list-style-type: none"> • With/Without Equipment • Personal Space - each child has his/her own space • General Space - area larger than and including personal space <ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Teacher Observation <ul style="list-style-type: none"> • Teacher Observation 	<p><u>Grade 2</u> 2.5 B.2,4</p> <p><u>Grade 4</u> 2.5 B.4-5</p> <p><u>Grade 6</u> 2.5 B.1-4</p> <p><u>Grades 1 & 2</u> 2.5 A.1-2</p> <p><u>Grades 3 & 4</u> 2.5 A.1-2</p> <p><u>Grades 5 & 6</u> 2.5 A.1-2</p>

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<u>MOVEMENT EDUCATION</u>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • demonstrate body awareness: • demonstrate awareness of body capability. • demonstrate use of space; • demonstrate use of body capabilities. • demonstrate ability to move at different speeds; • demonstrate use of body capabilities; • demonstrate use of various efforts; • demonstrate the ability to move directly and indirectly. 	<p>B. Body capabilities with safe use of various environmental settings</p> <p>1. Identification and use of various body parts with and without equipment in both personal and general space. Teacher will ask:</p> <ul style="list-style-type: none"> – Can you move just your fingers, then add wrists, arms, heads, trunk, hips, legs, feet, and toes? – Can you stop toes, feet, legs, (others keep going), hips, trunk, heads, arms, wrists, and fingers? <p>2. Stretch, curl, and twist, and use combinations of these with or without equipment in both personal and general space.</p> <p>C. The emphasis on the use of time (speed) as a safe way of moving in personal and general space with or without equipment. Teacher will ask:</p> <ul style="list-style-type: none"> – Can you move both feet alternately, high off the floor, landing on toes as quickly as possible? – Can you glide to the right slowly, without bumping into anyone? 	<ul style="list-style-type: none"> • With or Without Equipment • With or Without Equipment • With or Without Equipment 	<ul style="list-style-type: none"> • Teacher Observation • Teacher Observation • Teacher Observation 	<p><u>Grades 1 & 2</u> 2.5 B.1-2 <u>Grades 3 & 4</u> 2.5 A.6-7 <u>Grades 5 & 6</u> 2.5 A.1 B.1-2</p> <p><u>Grades 1 & 2</u> 2.5 B.1-2 <u>Grades 3 & 4</u> 2.5 A.6-7 <u>Grades 5 & 6</u> 2.5 A.1 B.1-2</p> <p><u>Grades 1 & 2</u> 2.5 B.1-2 <u>Grades 3 & 4</u> 2.5 A.6-7 <u>Grades 5 & 6</u> 2.5 A.1 B.1-2</p>

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<u>MOVEMENT EDUCATION</u>	Students will be able to: <ul style="list-style-type: none"> • demonstrate ability to combine elements of movement - time, space & force. • demonstrate ability to stretch, curl & twist. • demonstrate ability to combine elements of movement. 	<p>D. The emphasis is on the use of force as a safe way of moving in personal and general space with and without equipment. Teacher will ask:</p> <ul style="list-style-type: none"> - Can you walk, pushing at chest level, hands against hands, pushing a partner to the end of a rope? - Can you pull your partner by holding wrists to your end of the rope? <p>E. The emphasis on shapes of the body using the body capabilities with and without equipment in personal and general space. Teacher will ask:</p> <ul style="list-style-type: none"> - Let me see how many different ways you can move your body without moving your feet. <p>F. The emphasis on control (flow) for safe use of various environmental settings through combining A-E with and without equipment, in personal and general space. Teacher will ask:</p> <ul style="list-style-type: none"> - Change your directions, levels, speeds, and force while finding different ways of walking. 	<ul style="list-style-type: none"> • Ropes for every 2 students • Without Equipment • With & Without Equipment 	<ul style="list-style-type: none"> • Teacher Observation • Teacher Observation • Teacher Observation 	<p><u>Grades 1 & 2</u> 2.5 A.2-3 <u>Grades 3 & 4</u> 2.5 A.1-3 <u>Grades 5 & 6</u> 2.5 A.1-3 B.1-2</p> <p><u>Grades 1 & 2</u> 2.5 A.2-3 <u>Grades 3 & 4</u> 2.5 A.1-3 <u>Grades 5 & 6</u> 2.5 A.1-3 B.1-2</p> <p><u>Grades 1 & 2</u> 2.5 A.2-3 <u>Grades 3 & 4</u> 2.5 A.1-3 <u>Grades 5 & 6</u> 2.5 A.1-3 B.1-2</p>

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<u>MOVEMENT EDUCATION</u>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • demonstrate use of creativity; • demonstrate elements of movement. <ul style="list-style-type: none"> • demonstrate use of creativity; • demonstrate elements of movement. <ul style="list-style-type: none"> • demonstrate use of creativity; • demonstrate elements of movement. 	<p>G. The introduction of partner and small group work based on the A-F steps above.</p> <p>1. In cooperative efforts. Teacher will ask:</p> <ul style="list-style-type: none"> – Looking into an imaginary mirror, can you use various movements, your partner being our image in the mirror. (Change places with partner) <p>2. In competitive efforts. Teacher will ask:</p> <ul style="list-style-type: none"> – In a group of 5, can you work your way as quickly as possible, stretching arms and legs, moving as low to the ground as possible, keeping at the same spot with at least one part of your body touching your group, and moving in and out of at least 4 hoops spread on the floor, trying to reach to the opposite side of the gym first. <p>H. The development of games, sports, stunts, gymnastics, and rhythmic activities based on the seven types of environmental settings (A-G).</p> <p>1. Games</p> <p>All stoop holding the seam of the parachute on the ground. The group is numbered 1, 2, 3, 4.</p>	<ul style="list-style-type: none"> • With or Without Equipment <ul style="list-style-type: none"> • Scattered Hoops <ul style="list-style-type: none"> • Chute 	<ul style="list-style-type: none"> • Teacher Observation <ul style="list-style-type: none"> • Teacher Observation <ul style="list-style-type: none"> • Teacher Observation 	<p><u>Grades 1 & 2</u> 2.5 A.1,5,8 B.2-3</p> <p><u>Grades 3 & 4</u> 2.5 A.1,2,8 B.1</p> <p><u>Grades 5 & 6</u> 2.5 A.1-2 B.1-3</p> <ul style="list-style-type: none"> • Same as above <ul style="list-style-type: none"> • Same as above

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<u>MOVEMENT EDUCATION</u>	Students will be able to: <ul style="list-style-type: none"> • demonstrate use of creativity; • demonstrate elements of movement. 	<ol style="list-style-type: none"> 1. Games (continued) As the chute is raised with all stretching, arms stretched high, a number is called. The player with the number called is to run, run, leap in and out of ropes under the hoop, bending under the chute as it is lowered, and to escape without being trapped. Outside players must hold chute up until the command is given, trying to catch more of the players with the called number than their own players. Those caught cannot return under the chute, but can hold the chute. 2. Sports - Mass Captain Ball Each end has a player with a basketball. This one player must try to get across the gym to shoot and make a basket without being tagged by the other team. Team players must protect their captain by keeping him/her surrounded and by tagging other team players. If tagged by a player, you sit and are eliminated. Captain who gets a chance to shoot first wins. 	<ul style="list-style-type: none"> • Basketballs 	<ul style="list-style-type: none"> • Teacher Observation 	<u>Grades 1 & 2</u> 2.5 A.1,5,8 B.2-3 <u>Grades 3 & 4</u> 2.5 A.1,2,8 B.1 <u>Grades 5 & 6</u> 2.5 A.1-2 B.1-3

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<u>MOVEMENT EDUCATION</u>	Students will be able to: <ul style="list-style-type: none"> • demonstrate use of creativity; • demonstrate elements of movement. 	3. Stunts Students try to design a stunt using a specific space, speed, and body capability, such as forming the shape of an animal and moving parts of the body to reach or move from one place to another.	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Teacher Observation 	<u>Grades 1 & 2</u> 2.5 A.1-5 B.2-3 <u>Grades 3 & 4</u> 2.5 A.1,2,8 B.1 <u>Grades 5 & 6</u> 2.5 A.1-2 B.1-3
	<ul style="list-style-type: none"> • demonstrate use of creativity; • demonstrate elements of movement. 	4. Rhythmic Activities With or without a partner, move to a current tape of music (or record) within a specified area, using high and low, fast and slow motion with strong or light force, starting and stopping in time.	<ul style="list-style-type: none"> • Tape Player & Music • Drum • Musical Instruments 	<ul style="list-style-type: none"> • Teacher Observation 	<u>Grades 1 & 2</u> 2.5 A.1-5 B.2-3 <u>Grades 3 & 4</u> 2.5 A.1,2,8 B.1 <u>Grades 5 & 6</u> 2.5 A.1-2 B.1-3