

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
PHYSICAL EDUCATION CURRICULUM
GRADES 1, 2 & SPECIAL EDUCATION**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<u>TUMBLING STUNTS</u>	Students will be able to: <ul style="list-style-type: none"> • use hands and feet. • demonstrate balance; • use 3 appendages. • demonstrate coordination and flexibility. 	I. <u>SELF-TESTING ACTIVITIES</u> A. Animal Movements 1. Dog Walk Students will walk on hands and knees. 2. Lamé Dog Students will get down on hands and knees, cradle on arm close to their body as if injured, and walk on remaining three appendages. Variation - Students will lift one leg in the air and walk on both hands and the remaining leg. 3. Crab Walk In a sitting position, students will place their hands and feet on the floor behind them and: <ul style="list-style-type: none"> - walk forward - walk backward - walk sideward 	<ul style="list-style-type: none"> • Floor or Mat • Floor or Mat • Floor or Mat 	<ul style="list-style-type: none"> • Teacher Observation • Teacher Observation • Teacher Observation 	2.5 A.1-4 A.8-9 B.1,6 2.6 A.1 2.5 A.1-4 A.8-9 B.1,6 2.6 A.1 C.3 2.5 A.1-4 A.8-9 B.1,6 2.6 A.1 C.3

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<u>TUMBLING STUNTS</u>	Students will be able to: <ul style="list-style-type: none"> • demonstrate coordination and flexibility. • demonstrate coordination and flexibility. • demonstrate coordination and flexibility. • demonstrate coordination and flexibility. 	I. <u>SELF-TESTING ACTIVITIES</u> (cont'd.) <ul style="list-style-type: none"> A. Animal Movements (cont'd.) <ul style="list-style-type: none"> 4. Inch Worm <p>Students will bend and touch their fingers to the floor, then walk forward with hands. They will stop and then walk their feet to their hands. Knees are straight and body is bent.</p> 5. Camel Walk <p>Students will clasp their hands behind their back and raise their arms. They will then bend and walk.</p> 6. Elephant Walk <p>Students will clasp hands and bend forward with arms hanging down.</p> 7. Bear Walk <p>Students will assume hand and feet position and walk while keeping hips raised and knees locked.</p> 	<ul style="list-style-type: none"> • Floor or Mat • Floor or Mat • Floor or Mat • Floor or Mat 	<ul style="list-style-type: none"> • Teacher Observation • Teacher Observation • Teacher Observation • Teacher Observation 	<ul style="list-style-type: none"> 2.5 A.1-4 A.8-9 B.1,6 2.6 A.1 C.3 2.5 A.1-4 A.8-9 B.1,6 2.6 A.1 C.3 2.5 A.1-4 A.8-9 B.1,6 2.6 A.1 C.3 2.5 A.1-4 A.8-9 B.1,6 2.6 A.1 C.3

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<u>TUMBLING STUNTS</u>	Students will be able to: <ul style="list-style-type: none"> • demonstrate coordination and flexibility. • demonstrate coordination and flexibility. • demonstrate coordination and flexibility. • demonstrate coordination and flexibility. 	I. <u>SELF-TESTING ACTIVITIES</u> (cont'd.) A. Animal Movements (cont'd.) 8. Frog Jump Students will assume a squatting position with hands and feet on the floor. They will then jump, landing in the same position. 9. Kangaroo Jump Students will assume a squatting position with arms flexed in front. They will then jump, landing in the same position. 10. Rabbit Hop Students will bend knees to a deep knee position with hands on floor in front of their feet. They will then hop forward, first with hands, then with feet. 11. Duck Waddle Students will place their hands on their hips. They will bend their knees, but keep them apart, and walk around the room.	<ul style="list-style-type: none"> • Floor or Mat • Floor or Mat • Floor or Mat • Floor or Mat 	<ul style="list-style-type: none"> • Teacher Observation • Teacher Observation • Teacher Observation • Teacher Observation 	2.5 A.1-4 A.8-9 B.1,6 2.6 A.1 C.3 2.5 A.1-4 A.8-9 B.1,6 2.6 A.1 C.3 2.5 A.1-4 A.8-9 B.1,6 2.6 A.1 C.3

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<u>TUMBLING STUNTS</u>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • demonstrate balance; • demonstrate good posture; • demonstrate coordination. • demonstrate abdominal strength; • demonstrate coordination. • demonstrate coordination; • demonstrate body awareness. • demonstrate use of hands and feet; • demonstrate body balance. • demonstrate coordination; • demonstrate body balance. 	<p>I. <u>SELF-TESTING ACTIVITIES</u> (cont'd.)</p> <p>B. Stunts</p> <p>1. Tight Rope Walk</p> <p>Students will walk on a straight line or rope backwards, sideways, etc.</p> <p>2. Log Roll</p> <p>Lying on their stomachs, students will put their arms by their sides, and roll their entire body.</p> <p>3. Jump and Tuck</p> <p>Students will tuck their bodies like a ball.</p> <p>4. Rocker</p> <p>Assuming a squat position, students will lean forward with a slight jump, landing on their hands. Pushing back with their hands, they will land on their feet.</p> <p>5. Turk Stand</p> <p>Students will sit "Indian" style, with their legs crossed and arms folded. They will lean forward and try to stand up. They will then sit back down into their original position.</p>	<ul style="list-style-type: none"> • 1 Rope per student or lines on floor • Floor or Mat • Floor or Mat • Floor or Mat • Floor or Mat 	<ul style="list-style-type: none"> • Teacher Observation • Teacher Observation • Teacher Observation • Teacher Observation 	<p>2.5 A.1-4 A.8-9 B.1,6</p> <p>2.6 A.1 C.3</p> <p>2.5 A.1-4 A.8-9 B.1,6</p> <p>2.6 A.1 C.3</p> <p>2.5 A.1-4 A.8-9 B.1,6</p> <p>2.6 A.1 C.3</p> <p>2.5 A.1-4 A.8-9 B.1,6</p> <p>2.6 A.1 C.3</p>

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<u>TUMBLING STUNTS</u>	Students will be able to: <ul style="list-style-type: none"> • demonstrate a pencil roll. • demonstrate an egg roll. • demonstrate balance and coordination. • demonstrate coordination. 	I. <u>SELF-TESTING ACTIVITIES</u> (cont'd.) B. Stunts (cont'd.) 6. Pencil Roll Lying on their stomachs, students will extend their arms overhead, and roll their entire body. 7. Egg Roll Lying on their backs, students will bend and tuck their knees. Holding their knees tight to their body with their arms, they will roll from back to knees. 8. One Foot Balance Students will balance on one foot, first with eyes open, then with eyes closed. They will change feet and try again. 9. Jump and Turn Students will attempt a one-half, three-quarter and full jump turns.	<ul style="list-style-type: none"> • Floor or Mat • Floor or Mat • Floor or Mat • Floor or Mat 	<ul style="list-style-type: none"> • Teacher Observation • Teacher Observation • Teacher Observation • Teacher Observation 	2.5 A.1-4 A.8-9 B.1,6 2.6 A.1 C.3 2.5 A.1-4 A.8-9 B.1,6 2.6 A.1 C.3 2.5 A.1-4 A.8-9 B.1,6 2.6 A.1 C.3 2.5 A.1-4 A.8-9 B.1,6 2.6 A.1 C.3

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<u>TUMBLING STUNTS</u>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • do a squat roll; • demonstrate flexibility. • do a tuck roll; • demonstrate flexibility. • attempt to balance on their seat and hold their ankles in an egg sit; • demonstrate balance; • working with opposing forces. 	<p>II. <u>TUMBLING & BALANCE ACTIVITIES</u></p> <p>A. Tumbling</p> <p>On all tumbling activities, the class will be divided up so that there is a group working at each mat.</p> <p>1. Squat Roll</p> <p>Students will step on the mat and assume a squat position. They will place their hands inside their feet. With hands flat on the mat, chin tucked to the chest, they will tuck their head under and roll, coming up to their feet.</p> <p>2. Tuck Roll</p> <p>Students will do the same as the Squat Roll except that their hands are placed on the outside of their feet.</p> <p>B. Balance</p> <p>1. Egg Sit</p> <p>Students will sit on the mat with feet together, knees out, and back straight. They will hold their ankles with their hands and straighten legs, holding their legs in a “V” formation. They will try to balance on their seat.</p>	<ul style="list-style-type: none"> • 4-6 Mats • 4-6 Mats • 4-6 Mats 	<ul style="list-style-type: none"> • Teacher Observation • Teacher Observation • Teacher Observation 	<p>2.5 A.1-4 A.8-9 B.1,6</p> <p>2.6 A.1 C.3</p> <p>2.5 A.1-4 A.8-9 B.1,6</p> <p>2.6 A.1 C.3</p> <p>2.5 A.1-4 A.8-9 B.1,6</p> <p>2.6 A.1 C.3</p>

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<u>TUMBLING STUNTS</u>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Hold ankles, pull and rock; • demonstrate flexibility. • demonstrate shoulder stand (most students should be able to do this activity); • demonstrate balance; • demonstrate strength; • demonstrate body awareness. • demonstrate balance; • demonstrate strength; • demonstrate body awareness. 	<p>II. <u>TUMBLING & BALANCE ACTIVITIES</u> (cont'd.)</p> <p>B. Balance (cont'd.)</p> <p>2. Rocker</p> <p>Students will lay on their stomachs and hold their ankles with their hands on the outside. They will pull their legs up and away from their body and arch their back, keep their head up, keep legs pulled away, and arms pulled into a straight position.</p> <p>3. Shoulder Stand</p> <p>Students will lay on their backs and bend their knees up to their chest. They will lift their seat off the mat, place elbows on the mat, hands on rib cage, and attempt to straighten legs. Toes should be pointed and together. They will straighten up to shoulders.</p> <p>4. Bicycle</p> <p>Students will form a Shoulder Stand and rotate legs as if they were peddling a bicycle.</p>	<ul style="list-style-type: none"> • 4-6 Mats • 4-6 Mats • 4-6 Mats 	<ul style="list-style-type: none"> • Teacher Observation • Teacher Observation • Teacher Observation 	<p>2.5 A.1-4 A.8-9 B.1,6</p> <p>2.6 A.1 C.3</p> <p>2.5 A.1-4 A.8-9 B.1,6</p> <p>2.6 A.1 C.3</p> <p>2.5 A.1-4 A.8-9 B.1,6</p> <p>2.6 A.1 C.3</p>

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<u>TUMBLING STUNTS</u>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • experience being upside down; • enjoy using body in various positions; • demonstrate arm strength; • demonstrate flexibility. <ul style="list-style-type: none"> • try to arch the back on feet and hands; • demonstrate flexibility; • demonstrate wrist strength. 	<p>II. <u>TUMBLING & BALANCE ACTIVITIES</u> (cont'd.)</p> <p>B. Balance (cont'd.)</p> <p>5. Walk the Wall</p> <p>With their back to the wall and hands placed on the mat, students will "walk" their feet up the wall until their body is straight. Then will "walk" down the wall. The teacher will spot each student as they move their feet from the wall and walk over to feet.</p> <p>6. Bridge</p> <p>Students will lay on their backs and place their hands, elbows up and bent, behind their shoulders. The heel of their hands should be close to their shoulders, fingers toward scapula. With knees bent, feet flat on the mat, students will push up on hands and feet. (Head is hanging down)</p>	<ul style="list-style-type: none"> • 4-6 Mats <ul style="list-style-type: none"> • 4-6 Mats 	<ul style="list-style-type: none"> • Teacher Observation <ul style="list-style-type: none"> • Teacher Observation 	<p>2.5 A.1-4 A.8-9 B.1,6</p> <p>2.6 A.1 C.3</p> <p>2.5 A.1-4 A.8-9 B.1,6</p> <p>2.6 A.1 C.3</p>

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<u>TUMBLING STUNTS</u>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • support shoulders on hands; • demonstrate arm and shoulder strength. • enjoy a challenge in balance and flexibility; • walk a balance beam, toe behind heel; • enjoy using the body in so many ways; • demonstrate balance and concentration; • build confidence. 	<p>II. <u>TUMBLING & BALANCE ACTIVITIES</u> (cont'd.)</p> <p>B. Balance (cont'd.)</p> <p>7. Double-Up</p> <p>Students will do a deep knee bend and place hands on the floor. With a jump, they will extend both legs backward so that the body rests on the hands and toes. Their back should be a straight line from shoulder to heels. With a jump, they will bring their knees back and assume a deep knee position.</p> <p>8. Greet the Toe</p> <p>Students will stand on the mat and grasp one foot with both hands. They will bring the foot up and attempt to touch it to their forehead without losing their balance.</p> <p>C. Apparatus</p> <p>1. Balance Beam</p> <p>Students will practice the following activities on the balance beam:</p> <ul style="list-style-type: none"> - Forward Walk - Backward Walk - Sideward Walk - Forward Dismount <ul style="list-style-type: none"> • Jump to Feet • Forward Roll 	<ul style="list-style-type: none"> • 4-6 Mats • 4-6 Mats • Balance Beam • 4 Mats 	<ul style="list-style-type: none"> • Teacher Observation • Teacher Observation • Teacher Observation 	<p>2.5 A.1-4 A.8-9 B.1,6</p> <p>2.6 A.1 C.3</p> <p>2.5 A.1-4 A.8-9 B.1,6</p> <p>2.6 A.1 C.3</p> <p>2.5 A.1-4 A.8-9 B.1,6</p> <p>2.6 A.1 C.3</p>