

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
PHYSICAL EDUCATION CURRICULUM
GRADES 3 & 4**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<u>TUMBLING STUNTS</u>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • demonstrate arm and shoulder strength. • demonstrate arm and leg strength; • demonstrate balance. 	<p>I. <u>SELF-TESTING ACTIVITIES</u></p> <p>A. Animal Movements</p> <p>Review Animal Movements (1 - 11) from Grades 1, 2, & Special Education as appropriate.</p> <p>12. Seal Walk</p> <p>Facing front in a leaning, resting position, students will use their arms to drag their body. Keep feet and knees together.</p> <p>13. Mule Kick</p> <p>Students will assume a squatting position, placing their palms on the floor. They will kick their legs up and push with their arms, landing in a standing position.</p> <p>B. Stunts</p> <p>Review Stunts (1 - 9) from Grades 1, 2, & Special Education as appropriate.</p> <p>10. V-Sit</p> <p>Students will sit with arms, legs, and torso forming a "V" shape.</p>	<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 	<p>2.5 A.1-4 A.6,9</p> <p>2.5 A.1-4 A.6,9</p> <p>2.5 A.1-4 A.6,9</p>

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<u>TUMBLING STUNTS</u>	Students will be able to: <ul style="list-style-type: none"> • demonstrate balance and flexibility. • demonstrate coordination and agility. • demonstrate balance; develop body awareness. • demonstrate balance and agility. • demonstrate balance and flexibility. 	I. <u>SELF-TESTING ACTIVITIES</u> (cont'd.) B. Stunts (cont'd.) 11. Thread Needle Students will clasp hands and step through hands with both feet, then step back out. 12. Knee Jump Students will assume a kneeling position. Using their arms and body, they will thrust to jump to a standing position. 13. Sleeping Diver Balance Students will raise their arms overhead and raise their heels. They will try to maintain balance in this position. They will also try it with their feet closed. 14. Heel Click Students will jump and click heels together. They will try to click heels together 2x's with one jump. 15. Heel Slap Students will jump and slap their heels with their hand. They will try to slap 2, then 3, times.	<ul style="list-style-type: none"> • Floor or Mat • 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 • Teacher Observation 	2.5 A.1-4 A.6,9 2.5 A.1-4 A.6,9 2.5 A.1-4 A.6,9 2.5 A.1-4 A.6,9 2.5 A.1-4 A.6,9

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<u>TUMBLING STUNTS</u>	Students will be able to: <ul style="list-style-type: none"> • demonstrate balance. • demonstrate balance; • develop body awareness. • demonstrate balance; • develop body awareness. • demonstrate balance; • demonstrate leg strength. 	I. <u>SELF-TESTING ACTIVITIES</u> (continued) B. Stunts (continued) 16. Arabesque (or Angel Balance) While standing on one leg and leaning forward at an angle, students will raise their arms up and forward. They will extend their other leg to the rear and point their toe. 17. Front Scale Students will stand on one leg, with arms extended to their sides, and the other leg raised to the rear. Students should keep their knees straight. 18. Side Scale Students will stand on one foot and lean to the side with their upper body. They will extend one arm in the direction of the lean, and place the other arm along the extended leg. 19. Knee Dip Students will grasp the ankle of one leg and pull their foot to the rear of their body. They will then lower themselves until their knee touches the floor. At that point, they will rise up again.	<ul style="list-style-type: none"> • Floor or Mat • Floor or Mat • Floor or Mat • Mat or Floor 	<ul style="list-style-type: none"> • Teacher Observation • Teacher Observation • Teacher Observation • Teacher Observation 	2.5 A.1-4 A.6,9 2.5 A.1-4 A.6,9 2.5 A.1-4 A.6,9 2.5 A.1-4 A.6,9

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<u>TUMBLING STUNTS</u>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • demonstrate balance and coordination. • demonstrate coordination; • demonstrate laterality; • develop body awareness. • demonstrate arm strength; • demonstrate laterality. • develop body awareness. 	<p>II. <u>STUNTS - PARTNERS & GROUPS</u></p> <p>A. Partner Stunts</p> <p>1. See-Saw</p> <p>Students will face a partner and join hands. One partner stands while the other squats. They change positions in a steady rhythm.</p> <p>2. Windmill</p> <p>Students will face a partner and join hands. Keep hands joined and turn outside shoulders under inside shoulders in circles.</p> <p>3. Sawing Wood</p> <p>Students will face a partner and join hands. Pull each arm of the partner and grasp shoulders. Pull partner forward and vice-versa.</p> <p>4. Advanced Rocker</p> <p>Students will sit on the toes of a partner and grasp their shoulders. Pull partner forward and vice-versa.</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 	<p>2.5 A.1-4 A.6,9</p> <p>2.5 A.1-4 A.6,9</p> <p>2.5 A.1-4 A.6,9</p> <p>2.5 A.1-4 A.6,9</p>

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<u>TUMBLING STUNTS</u>	Students will be able to: <ul style="list-style-type: none"> • demonstrate coordination; • transfer skill knowledge. • demonstrate cooperation; • develop body awareness. • demonstrate cooperation; • demonstrate balance; • demonstrate exertion of equal force. • demonstrate arm strength; • develop body awareness. 	II. <u>STUNTS - PARTNERS & GROUPS</u> (cont'd.) A. Partner Stunts (cont'd.) 5. Bouncing Ball One student places their hand on the head of their partner, who is squatting. They will "dribble" the partner as they bounce up and down. 6. Hip-to-Hip Walk Students will stand side-to-side, place their arm around their partner's waist, and cross inside legs. They will attempt to walk 10 steps forward and 10 steps back. 7. Chinese Stand-Up Students will stand back-to-back and lock elbows. They will lean against their partner's back and squat down. When seated, they will try to stand up by pushing their body weight against the back of their partner. 8. Wheelbarrow One student will assume a push-up position. Their partner will pick up their legs and walk forward with the bottom person walking on their hands.	<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.6,9 2.5 A.1-4 A.6,9 2.5 A.1-4 A.6,9 2.5 A.1-4 A.6,9

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<u>TUMBLING STUNTS</u>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • develop body awareness; • demonstrate concentration. • demonstrate arm and shoulder strength; • develop body awareness. • roll backward with both knees going to one shoulder; • develop body awareness; • demonstrate flexibility and coordination. 	<p>III. <u>TUMBLING & BALANCE STUNTS</u> (cont'd.)</p> <p>A. Tumbling (cont'd.)</p> <p>4. Dive Roll</p> <p>Students will start out the same as the Standing Roll and will reach out, dive, tuck and roll.</p> <p>5. Tripod Roll</p> <p>Students will assume a headstand base and form a triangle by placing their forehead on the mat in front of their hands. Students should cup their fingers slightly as their hands are placed on the mat. They will place their knees on their elbows and proceed with a forward roll.</p> <p>6. Backward Roll Over One Shoulder</p> <p>Student will place their backs and feet on the mat. They will stoop down and touch the mat on the outside of their body with their fingers to maintain balance. Keeping their head down and back rounded, students will assume a tuck position and roll backward with their head to one side, seat hitting the mat first. They will let both knees go to one shoulder, the outer knee getting to the mat first. Their body will go over and they will get back on their feet.</p>	<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 	<p>2.5 A.1-4 A.6,9</p> <p>2.5 A.1-4 A.6,9</p> <p>2.5 A.1-4 A.6,9</p>

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<u>TUMBLING STUNTS</u>	Students will be able to: <ul style="list-style-type: none"> • place hand, then foot, foot, and hand again, in that order, on the mat in a straight line; • demonstrate wrist and shoulder strength; • demonstrate flexibility and coordination. • demonstrate speed; • mimic a demonstration. 	III. <u>TUMBLING & BALANCE STUNTS</u> (cont'd.) A. Tumbling (cont'd.) 7. Elementary Cartwheel Students will first practice these Lead Up Drills: <ul style="list-style-type: none"> a. Extended Straight Position - students will assume this position with arms extended overhead. b. Lunge Step - from the straight position, students will step forward with either foot, maintaining straight rear leg. c. Lunge Step Touch - after lunge step, students will bend at the waist and touch the floor with hands approximately 6-8" in front of their toes. d. Lunge Step Kick Ups - while using the lunge step touch technique and as their hands touch the mat, students will kick their rear leg up and back. Bent leg raises off the mat and returns to the mat followed by the rear leg. Students will keep their elbows completely extended with a tight body. 	<ul style="list-style-type: none"> • Floor or Mat 	<ul style="list-style-type: none"> • Teacher Observation 	2.5 A.1-4 A.6,9

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<p><u>TUMBLING STUNTS</u></p>	<p>Students will be able to:</p>	<p>III. <u>TUMBLING & BALANCE STUNTS</u> (cont'd.)</p> <p>A. Tumbling (cont'd.)</p> <p>7. Elementary Cartwheel (cont'd.)</p> <p>e. Lunge Step Kick Up Reverse Step Down - students will perform a more vertical position with the legs. As the upward momentum ends, they will switch their leg position so that the opposite leg steps down first.</p> <p>To perform a cartwheel, students will perform a lunge step and bend their knees. They will then place their hands on the lunge step side of the their body on the floor 4-8" in front of their lunge foot. Students will place their remaining hand in front of their other hand. They will keep their elbows locked and maintain hand contact with the floor throughout the movement. They will jump to the opposite side of the lunge foot and arm closest to them.</p> <p>B. Balance</p> <p>Review Balance skills (1 - 8) from Grades 1, 2, & Special Education as appropriate.</p>			

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<u>TUMBLING STUNTS</u>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • perform a squash movement smoothly; • demonstrate strength and cooperation; • develop body awareness. <ul style="list-style-type: none"> • form a basic pyramid safely; • perform a squash movement smoothly; • demonstrate strength and cooperation; • develop body awareness. 	<p>III. <u>TUMBLING & BALANCE STUNTS</u> (cont'd.)</p> <p>C. Pyramids</p> <p>1. Squash</p> <p>Students will kneel down on the mat, placing their hands on the mat. They will place their knees at the edge of the mat and keep their backs straight. On the command of "Squash," students will slide their hands up the mat, turn their head to the side, and lay on the mat. This should be a smooth movement.</p> <p>2. Pyramid</p> <p>To build the bottom layer of the pyramid, have the 3 largest and widest students kneel on the mat and place their hands on the mat in front of them. Have 2 lighter students place their knees on the gluteus maximus of the bottom students and their hands on those students' scapulas. Have the lightest student on top of the 2 middle students in the same way. On the command "Squash," all students will collapse. Have spotters on the sides to help place the students as they build the pyramid.</p>	<ul style="list-style-type: none"> • Floor or Mat <ul style="list-style-type: none"> • Floor or Mat 	<ul style="list-style-type: none"> • Teacher Observation <ul style="list-style-type: none"> • Teacher Observation 	<p>2.5 A.1-4 A.6,9</p> <p>2.5 A.1-4 A.6,9</p>

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<u>TUMBLING STUNTS</u>	Students will be able to: <ul style="list-style-type: none"> • demonstrate balance and coordination; • demonstrate leg strength. 	III. <u>TUMBLING & BALANCE STUNTS</u> (cont'd.) D. Apparatus Review Apparatus skills (1, a-d) from Grades 1, 2, & Special Education as appropriate, and add the following skills for the Balance Beam: <ol style="list-style-type: none"> 1. Backward Dismount - Backward Roll 2. Dip - as students walk forward, they will bend one knee while the other leg is dipped downward off the beam 3. Mercury - arabesque on bar 	<ul style="list-style-type: none"> • Balance Beam • 4 Mats 	<ul style="list-style-type: none"> • Teacher Observation 	2.5 A.1-4 A.6,9