

**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>TUMBLING STUNTS</u>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • demonstrate balance and coordination; • demonstrate flexibility and agility. <ul style="list-style-type: none"> • demonstrate balance and coordination; • demonstrate flexibility and agility. 	<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 and (12 & 13) from Grades 3 & 4 as appropriate.</p> <p>B. Stunts</p> <p>Review Stunts (1 - 9) from Grades 1, 2 & Special Education and (10 - 19) from Grades 3 & 4 as appropriate.</p> <p>20. Jump Kick</p> <p>Students will jump, bending body forward and tilting head backward. They will touch their heels with their hands, arch their back, and pull knees back.</p> <p>21. Jump the Stick</p> <p>Standing in the middle of the mat, students will hold a wiffle bat or short rope (width of shoulders) behind their hands, palms facing down. They will force the bat/rope downward and under their feet, bringing knees upward. They will repeat bringing the bat/rope under their feet, coming back to starting position.</p>	<ul style="list-style-type: none"> • Floor or Mat <ul style="list-style-type: none"> • Floor or Mat • Wiffle Bat or Short Rope 	<ul style="list-style-type: none"> • Teacher Observation <ul style="list-style-type: none"> • Teacher Observation 	<p>2.5 A.1-4 B.4-5</p> <p>2.5 A.1-4 B.4-5</p>

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<u>TUMBLING STUNTS</u>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • demonstrate agility and coordination. • develop body awareness; • demonstrate agility and flexibility. 	<p>II. <u>STUNTS - PARTNERS & GROUPS</u> (cont'd.)</p> <p>A. Partner Stunts (cont'd.)</p> <p>11. Leap Frog</p> <p>Students will approach a partner from the rear and place their hands on his/her back. They will leap over the squatting partner and then squat down. Have partners continue to alternate this drill.</p> <p>12. Camel Walk</p> <p>One student, who is taller and stronger, will stand with feet apart on the mat. A smaller student will pair up with that student and they will stand back to back. The bigger partner will grasp the smaller partner's wrists and boost him/her upward. At the same time, the smaller partner jumps to hook his/her feet around the bigger partner's waist. The smaller partner then bends down to grasp partner's ankles. Bigger partner then walks with hands and feet down on the mat while the smaller partner keeps feet hooked and hands on ankles. Spotters must aid participants in this activity.</p>	<ul style="list-style-type: none"> • Floor or Mat • Floor or Mat 	<ul style="list-style-type: none"> • Teacher Observation • Teacher Observation 	<p>2.5 A.1-4 B.4-5</p> <p>2.5 A.1-4 B.4-6</p>

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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 agility and flexibility. <ul style="list-style-type: none"> • demonstrate leg strength; • develop body awareness; • demonstrate agility and flexibility. 	<p>II. <u>STUNTS - PARTNERS & GROUPS</u> (cont'd.)</p> <p>A. Partner Stunts (cont'd.)</p> <p>13. Elephant Walk</p> <p>Students will stand on the mat the same as the Camel Walk, except that the smaller partner will reverse his/her position. The smaller partner now faces the bigger one with their hands on the bigger one's shoulders. The bigger partner must boost the smaller one by holding their hands on his/her waist. The smaller one must arch back and walk under the bigger partner's legs, holding onto their ankles. Proceed the same as in the Camel Walk.</p> <p>14. Indian Wrestling</p> <p>Students of about the same size will face each other, standing side by side. They lay down, side by side, with hands touching the shoulder of their partner (arms are not hooked). They will lift their inside leg up to right angles once, twice, and on third time, hook knees and try to pull partner out of position or into a backward roll (do not grasp side of mat). This activity is a test of strength and quickness.</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 B.4-6</p> <p>2.5 A.1-4 B.4-6</p>

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<u>TUMBLING STUNTS</u>	Students will be able to: <ul style="list-style-type: none"> • demonstrate use of abdominal muscles; • develop body awareness; • demonstrate agility and flexibility. 	II. <u>STUNTS - PARTNERS & GROUPS</u> (cont'd.) A. Partner Stunts (cont'd.) 15. Double Roll One student will lay down on the mat with their feet facing the end of the mat. They will grasp the ankles of their partner, who is standing on the mat with feet astride on either side of the head of the partner who is laying down. The partner laying down lifts both feet to enable the standing partner to grasp his/her ankles. The standing partner places their feet shoulder distance apart, bends knees down on the mat, and tucks head into chest, placing their weight on ankles of partner laying down. Partners will use stomach muscles to get up and will continue putting feet on the mat and rolling as a wheel. B. Group Stunts Review Group Stunts (1 & 2) from Grades 3 & 4 as appropriate.	<ul style="list-style-type: none"> • Floor or Mat 	<ul style="list-style-type: none"> • Teacher Observation 	2.5 A.1-4 B.4-6

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<u>TUMBLING STUNTS</u>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • demonstrate teamwork; • develop body awareness; • demonstrate balance. <ul style="list-style-type: none"> • demonstrate teamwork; • develop body awareness; • demonstrate balance. 	<p>II. <u>STUNTS - PARTNERS & GROUPS</u> (cont'd.)</p> <p>B. Group Stunts (cont'd.)</p> <p>3. Merry-Go-Round</p> <p>Five to six students will lay down with feet touching in the middle, creating a star formation. Other students will stand in between two of the people laying down. The students laying down will extend their arms straight up so that the standing students can grasp their wrists. As those students laying down lift their hips off the floor and straighten out their bodies, the standing students will start taking short side steps in the same direction.</p> <p>4. Fan Pyramid</p> <p>Seven students will stand on the mat with the tallest in the center to the shortest on each end. All students will place their hands on each other's shoulders and put both feet in toward the center, shoulder distance apart (or a few inches more). The outer end students will place their outer hand on the mat, keeping their arm straight. Students will fan outward, balancing weight, and stretching arms outward.</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 B.4-6</p> <p>2.5 A.1-4 B.4-6</p>

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<u>TUMBLING STUNTS</u>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • demonstrate body strength; • demonstrate balance and coordination. <ul style="list-style-type: none"> • demonstrate body strength; • demonstrate balance and coordination; • develop body awareness. 	<p>III. <u>TUMBLING & BALANCE STUNTS</u> (cont'd.)</p> <p>A. Tumbling (cont'd.)</p> <p>Variation to Tripod (#5 - Grades 3 & 4) (cont'd.)</p> <p style="padding-left: 40px;">c. Headstand Roll</p> <p>From the tripod position (or half-headstand), students will extend their legs to a straight position with knees locked and toes pointed. They minimize their back arch, cup fingers slightly, maintain a rigid body, and keep elbows locked. They will then proceed with the roll.</p> <p>8. Tuck Backward Roll</p> <p>Assuming a squat position, students will place their hands in the "press position," and roll backwards. They will absorb the force of the roll with their posterior, followed by the lower back, upper back, and shoulders. They will maintain the tuck position. As their knees pass over the head, they will extend their knees and keep their feet low. As the belt area passes their eyes, they will push with their hands and rise to a stand.</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 B.4-6</p> <p>2.5 A.1-4 B.4-6</p>

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<u>TUMBLING STUNTS</u>	Students will be able to: <ul style="list-style-type: none"> • demonstrate body strength; • demonstrate balance and coordination; • develop body awareness. 	III. <u>TUMBLING & BALANCE STUNTS</u> (cont'd.) <p>B. Balance</p> <p>Review Balance skills (1 - 8) from Grades 1, 2 & Special Education as appropriate.</p> <p>9. Back Bend (only for students who have mastered the Bridge-Up)</p> <p>Students will stand with arms stretched overhead. They will bend back slowly and allow the center of gravity to move their body as they maintain their balance. They will slowly increase arch and reach for the floor with their hands.</p> <p>C. Pyramids</p> <p>Review Pyramids skills (1 & 2) from Grades 3 & 4 as appropriate.</p> <p>D. Apparatus</p> <p>Review Apparatus skills (1) from grades 1 - 6 & Special Education as appropriate.</p>	<ul style="list-style-type: none"> • Mat 	<ul style="list-style-type: none"> • Teacher Observation 	2.5 A.1-4 B.4-6