CAISL
Carlucci American International School of Lisbon

GRADE 4 PHYSICAL EDUCATION FRAMEWORK

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EXPECTATIONS

CLASS EXPECTATIONS

- The student is expected to know how to modify activities to be more health-enhancing.
- The student is expected to demonstrate positive interactions with others in cooperative and competitive physical activities.
- The student is expected to demonstrate appropriate etiquette and implementation of rules and procedures.

THEMES & CONTENTS

The Performance Indicators (shown at the end of this Framework) are developed through the practice and performance of the Themes and Content below.

OBSTACLE COURSE

- Balance while travelling on a balance board/object at a ground level
- Throw a flying disc at a distance to a target
- Roll a ball with hand and accuracy towards a target

BASKETBALL

- Perform a chest pass to a partner, in a dynamic drill situation
- Show the five crucial points when performing BEEEF

SOCCER

- Pass the ball to a partner in a stationary drill situation
- Give more than 1 consecutive touch on the ball without letting it touch the floor
- Dribble the ball through 5 cones using the non-dominant foot

VOLLEYBALL

- Able to keep the volleyball in the air above the head using the set
- Bump a self-tossed volleyball

BADMINTON

- Perform the open and/or close grip while playing with a partner

KICKBALL

- Run stepping every base
- Know how to tag a runner when fielding

PERSONAL FITNESS

- Able to jog for five minutes without stopping
- Able to breathe and control own pace

PERSONAL BEHAVIOR WHILE IN TASK

- Know how to behave in winning and losing situations
- Be respectful and independent in practice

<u>PERFORMANCE INDICATORS</u>

MOVEMENT FORMS & SKILLS DEVELOPMENT

The student will perform smooth sequences that combine four or more of the following movements: traveling, rolling, balancing and other types of weight transfer. DOK 1
The student uses basic strategies for net invasion games (e.g. keep object going with partner using striking pattern, placing ball away from opponent in a racket sport, hand and foot dribble while preventing an opponent from stealing the ball in basketball). DOK 3
The student will demonstrate proficiency in specialized locomotors, non-locomotors, and manipulative skill combinations in game and modified sports activities (e.g. throw to a partner while he/she runs to catch, dribble and pass soccer ball/basketball to a moving receiver, catch thrown objects, continuously strike a ball against a backboard or wall with an implement). DOK 3

The student will recall and demonstrate movement principles and concepts for selected motor patterns and combinations skills (e.g. trajectory, force, speed). DOK 2
The student will apply movement principles and concepts to basic game strategies. DOK 2 E
The student will understand and apply basic offensive and defensive tactics in noncomplex, modified activities (e.g. partner or small group cooperative or competitive activities). DOK 3
The student understands proper warm-up/cool down techniques and reasons for using them. DOK 1 E

PERSONAL FITNESS

The student knows how to modify activities to be more health-enhancing (walking instead of riding). DOK 1
The student will learn and understand how to measure the heart rate, using two fingers and the neck or the risk.
DOK 1 E

SOCIAL & PERSONAL DEVELOPMENT WITH PHYSICAL ACTIVITY

The student will demonstrate positive interactions with others in cooperative and competitive physical activities. DOK 1 E
The student will work productively and respectfully with others in achieving a common group goal. DOK 2
The student will demonstrate appropriate etiquette and application of rules and procedures. DOK 1 E