CAISL
Carlucci American International School of Lisbon

GRADE 5 PHYSICAL EDUCATION FRAMEWORK

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EXPECTATIONS

CLASS EXPECTATIONS

- The student is expected to know how to measure the heart rate, using two fingers.
- The student is expected to be able to describe ways to modify activities to be more health-enhancing.
- The student is expected to work independently and with others to improve learning during physical activity.
- The student is expected to display appropriate cooperative and competitive behaviors.

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.

BASKETBALL

- Perform a bounce pass to a partner, in a dynamic drill situation
- Able to use BEEEF critical points when shooting in a stationary position inside the paint

SOCCER

- Pass the ball to a partner, in a dynamic drill situation
- Shoot the ball, using inside part of the foot or laces, in a dynamic drill situation

VOLLEYBALL

- Keep the ball in the air, above the head, using set and/or bump

BADMINTON

- Able to serve under arm

WIFFLEBALL

- Able to strike the ball
- Run after striking the ball

KICKBALL

- Kicker must run after kicking
- Know that it is not allowed to have two runners in the same base
- Able to pass the ball to pitcher when fielding

AMERICAN FOOTBALL

- Able to use the proper grip on the football

PERSONAL FITNESS

- Able to jog for six minutes without stopping
- Know how to measure heart rate, using two fingers

PERSONAL BEHAVIOR WHILE IN TASK

- Play respecting rules and showing Fair Play

<u>PERFORMANCE INDICATORS</u>

MOVEMENT FORMS & SKILLS DEVELOPMENT

The student demonstrates skill in a variety of modified individual and team activities. DOK 1
Apply movement concepts of body, space, effort, and relationship to movement. DOK 1
Apply principles of accuracy, force, and follow-through when projecting objects. DOK 1

Identify and demonstrate basic small-group offensive and defensive tactics and strategies (e.g. body fakes, use of speed, change of direction, keeping body low while moving/guarding, pass and cut). DOK 2
Uses basic offensive and defensive strategies in unstructured game environments (e.g. limited rules, modified equipment, small numbers of participants). DOK 2

PERSONAL FITNESS

The student will describe short and long-term benefits of engaging in regular physical activity. DOK 1 E
The student understands how to measure the heart rate, using two fingers (e.g. neck or the wrist). DOK 1
The student will describe ways to modify activities to be more health-enhancing (walking instead of riding). DOK 1 E

SOCIAL & PERSONAL DEVELOPMENT WITH PHYSICAL ACTIVITY

The student will work independently and with others to improve learning during physical activity. DOK 1
The student will display appropriate cooperative and competitive behaviours. DOK 1 E