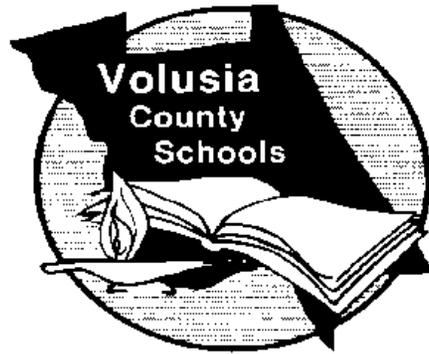


PHYSICAL EDUCATION CURRICULUM MAP 2017-2018

Elementary – Grades K-5



Course Numbers
5015020 Grade K
5015030 Grade 1
5015040 Grade 2
5015050 Grade 3
5015060 Grade 4
5015070 Grade 5

UNIT NAME	CHECKLIST DATE/NOTES	LEARNING TARGETS	LESSON ACTIVITIES	ESSENTIAL QUESTIONS	ASSESSMENT	VOCAB
RESPONSIBLE BEHAVIORS & VALUES (K-2) PE.K.R.5.1-5.3 PE.K.R.6.1-6.3 PE.K.C.2.5 PE.K.C.2.6 PE.1.R.5.1-5.3 PE.1.R.5.1-6.3 PE.1.C.2.5 PE.1.C.2.6 PE.2.R.5.1-5.4 PE.2.R.5.1-6.3 PE.2.C.2.5 PE.2.C.2.6		Students will <ul style="list-style-type: none"> • understand safety rules • follow simple directions • learn classroom rules • know how to play fair • respect the rights and feelings of others • participation and effort • self- direction 	Rules & Procedures ongoing throughout the year Ongoing throughout the school year during most if not all lessons	What are the safety concerns of this particular lesson? What is the difference between cooperation and non-cooperation? Why is it important to maintain self-control? What is inclusion? How can you show respect for teachers, peers, equipment, etc.? How can you be an effective teammate during today's game?	TEACHER OBSERVATION SKILLS CHECKLIST TEACHER OBSERVATION ORAL QUIZ RUBRIC STUDENT/PEER ASSESSMENT	Cooperation Teamwork Rules Safety Sportsmanship Rights Effort Respect Physical ability Responsibility

<p>(3-5) PE.3.R.5.1-5.3 PE.3.R.6.1-6.3</p> <p>PE.4.R.5.1-5.3 PE.4.R.5.1-6.3</p> <p>PE.5.R.5.1-5.4 PE.5.R.5.1-6.3</p> <p>(ESOL) Demonstration Read aloud Pictures</p>		<p>Students will</p> <ul style="list-style-type: none"> • understand safety rules • follow simple directions • learn classroom rules • know how to play fair • respect the rights and feelings of others • participation and effort • self- direction 	<p>Rules & Procedures ongoing throughout the year</p> <p>Ongoing throughout the school year during most if not all lessons</p>	<p>What are the safety concerns of this particular lesson?</p> <p>What is the difference between cooperation and non-cooperation?</p> <p>Why is it important to maintain self-control?</p> <p>How can you show respect for peers, teachers, equipment etc.?</p> <p>How can you be an effective teammate during today's game?</p>	<p>TEACHER OBSERVATION</p> <p>SKILLS CHECKLIST</p> <p>TEACHER OBSERVATION</p> <p>ORAL QUIZ</p> <p>RUBRIC</p> <p>STUDENT/PEER ASSESSMENT</p>	<p>Cooperation Teamwork Rules Safety Sportsmanship Rights Effort Respect Physical ability Responsibility</p>
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UNIT NAME	CHECKLIST DATE/NOTES	LEARNING TARGETS	LESSON ACTIVITIES	ESSENTIAL QUESTIONS	ASSESSMENT	VOCAB
LOCOMOTOR SKILLS (K-2) PE.K.M.1.1 PE.K.M1.13 PE.K.C.2.7 PE.K.C.2.1 PE.K.C.2.8 PE.1.C.2.1 PE.1.C.2.8 PE.1.M.1.1 PE.2.M.1.1 PE.2.C.2.1		Student will <ul style="list-style-type: none"> • demonstrate locomotor skills and demonstrate the ability to stop and start with control. • demonstrate all pathways of travel and all directions of travel using locomotor skills. • identify, analyze, and evaluate movement concepts, safety considerations and strategies in a variety of physical activities. 	All locomotor movements Jumping and landing	Describe the steps and demonstrate the locomotor movements? Can you name 5 of the locomotor movements you have learned? When moving in general space where should your eyes be focused and why?	TEACHER OBSERVATION SKILLS CHECKLIST TEACHER OBSERVATION ORAL QUIZ RUBRIC STUDENT/PEER ASSESSMENT	Walking Running Hopping Jumping Leaping Galloping Balance Equal Transfer Weight Static General space Personal space

<p>(3-5)</p> <p>PE.3.M.1.1 PE.3.C.2.5 PE.3.C.2.6 PE.3.C.2.1</p> <p>PE.4.M.1.1 PE.4.C.2.1 PE.4.C.2.5 PE.4.C.2.6</p> <p>PE.5.M.1.1 PE.5.C.2.1 PE.5.C.2.5 PE.5.C.2.6</p> <p>(ESOL) Demonstration Read aloud Pictures</p>		<p>Student will</p> <ul style="list-style-type: none"> • apply locomotor skills in a variety of movement settings. • explain how practice can improve movement patterns • detect, analyze and correct errors in personal movement patterns. • identify, analyze and evaluate movement concepts, safety considerations and strategies in a variety of physical activities. 	<p>Any lesson using locomotor skills during activity settings</p>	<p>Describe the steps and demonstrate the locomotor movements?</p> <p>Can you name 5 of the locomotor movements you have learned?</p> <p>When moving in general space where should your eyes be focused and why?</p> <p>Why is it important to learn how to transfer weight?</p> <p>Why is it important to be able to balance?</p>	<p>TEACHER OBSERVATION</p> <p>SKILLS CHECKLIST</p> <p>TEACHER OBSERVATION</p> <p>ORAL QUIZ</p> <p>RUBRIC</p> <p>STUDENT/PEER ASSESSMENT</p>	<p>Walking Running Hopping Jumping Leaping Gallop Balance Equal Transfer Weight Static General space Personal space</p>
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UNIT NAME	CHECKLIST DATE/NOTES	LEARNING TARGETS	LESSON ACTIVITIES	ESSENTIAL QUESTIONS	ASSESSMENT	VOCAB
<p>STRIKING WITH BODY PARTS/ IMPLEMENTS</p> <p>(K-2)</p> <p>PE.K.M.1.2-1.5 PE.K.C.2.2</p> <p>PE.1.M.1.2-1.5 PE.1.C.2.2</p> <p>PE.2.M.1.2-1.5 PE.2.C.2.2</p>		<p>Students will:</p> <ul style="list-style-type: none"> • know how to strike stationary objects with body parts and implements. • know how to strike moving objects with body parts and implements. • identify the importance of striking with body parts/implements. • strike an object continuously with a paddle or racquet. • recognize the concept of a dominant hand/foot for striking. 	<p>Kicking and dribbling activities</p> <p>Volley game striking skills</p> <p>Body parts, long and short handed striking implements</p> <p>Volleyball Basketball Tennis Hockey Golf Football Kicking Soccer Pickle ball</p>	<p>Where should your eyes focus when striking an object?</p> <p>Which is more difficult, striking a stationary or moving object?</p> <p>What are 5 different body parts you can use to strike an object?</p> <p>List 3 safety rules for using an implement.</p>	<p>TEACHER OBSERVATION</p> <p>SKILLS CHECKLIST</p> <p>TEACHER OBSERVATION</p> <p>ORAL QUIZ</p> <p>RUBRIC</p> <p>STUDENT/PEER ASSESSMENT</p>	<p>Strike Contact Implement Stationary Volley Stationary Aim Follow through Focus Kick Force Dribble</p>

		<ul style="list-style-type: none"> dribble an object while maintaining control. 				
<p>(3-5)</p> <p>PE.3.M.1.2-1.5 PE.3.C.2.2</p> <p>PE.4.M.1.2-1.5 PE.4.C.2.2</p> <p>PE.5.M.1.2-1.5</p> <p>(ESOL) Demonstration Read aloud Pictures</p>		<p>Students will be able to:</p> <ul style="list-style-type: none"> know how to strike stationary objects with body parts and implements. know how to strike moving objects with body parts and implements. strike an object so that it goes in the intended direction with desired speed. strike an object continuously with a partner using a paddle or racquet. 	<p>Soccer Skills, modified and lead-up soccer activities</p> <p>Ball handling skills, dribbling modified basketball activities</p> <p>Volley skills and modified gameplay (Badminton/Pickle ball/Volleyball/Tennis)</p> <p>Wiffleball/softball skills, modified and leap up activities</p> <p>Kickball</p>	<p>Where should your eyes focus when striking an object?</p> <p>Which is harder, striking a stationary or moving object?</p> <p>What are 5 different body parts you can use to strike an object?</p> <p>List 3 safety rules for using an implement.</p>	<p>TEACHER OBSERVATION</p> <p>SKILLS CHECKLIST</p> <p>TEACHER OBSERVATION</p> <p>ORAL QUIZ</p> <p>RUBRIC</p> <p>STUDENT/PEER ASSESSMENT</p>	<p>Strike</p> <p>Contact</p> <p>Implement</p> <p>Stationary</p> <p>Volley</p> <p>Stationary</p> <p>Aim</p> <p>Follow through</p> <p>Focus</p> <p>Kick</p> <p>Force</p> <p>Dribble</p>

		<ul style="list-style-type: none"> dribble an object while maintaining control in a modified game setting. 				
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UNIT NAME	CHECKLIST DATE/NOTES	LEARNING TARGETS	LESSON ACTIVITIES	ESSENTIAL QUESTIONS	ASSESSMENT	VOCAB
SAFETY (K-2) PE.K.M.1.6 PE.K.L.3.7 PE.K.C.2.4 PE.1.M.1.6 PE.1.L.3.7 PE.1.C.2.9 PE.1.C.2.4 PE.2.M.1.6 PE.2.C.2.4 PE.2.L.3.8		Students will: <ul style="list-style-type: none"> demonstrate bicycle safety skills practice pedestrian safety Discuss the importance of wearing proper safety gear recognize different traffic safety signs 	<ul style="list-style-type: none"> water safety pedestrian safety sun safety bike safety 	Why is it important to wear a helmet? When can you use safety skills? Why should you learn about traffic safety? How can we prevent accidents on bicycles or scooters? How can you be safe in the water and sun?	TEACHER OBSERVATION SKILLS CHECKLIST TEACHER OBSERVATION ORAL QUIZ RUBRIC STUDENT/PEER ASSESSMENT	Helmet Safety Signs Traffic Pedestrian Hazards Hydration Dehydration Heat Water safety Strokes Aquatics

		<ul style="list-style-type: none"> • identify different types of basic water rescue 				
<p>(3-5)</p> <p>PE.3.M.1.6 PE.3.C.2.4 PE.3.L.3.7</p> <p>PE.4.M.1.6 PE.4.C.2.4 PE.4.C.2.8 PE.4.L.3.6</p> <p>PE.5.M.1.6 PE.5.C.2.4 PE.5.L.3.8</p> <p>(ESOL) Demonstration Read aloud Pictures</p>		<p>Students will:</p> <ul style="list-style-type: none"> • demonstrate bicycle safety skills • practice pedestrian safety • Discuss the importance of wearing proper safety gear • recognize different traffic safety signs • identify different types of basic water rescue 	<ul style="list-style-type: none"> • water safety • pedestrian safety • sun safety • bike safety 	<p>Why is it important to wear a helmet?</p> <p>When can you use safety skills?</p> <p>Why should you learn about traffic safety?</p> <p>How can we prevent accidents on bicycles or scooters?</p> <p>How can you be safe in the water and sun?</p>	<p>TEACHER OBSERVATION</p> <p>SKILLS CHECKLIST</p> <p>TEACHER OBSERVATION</p> <p>ORAL QUIZ</p> <p>RUBRIC</p> <p>STUDENT/PEER ASSESSMENT</p>	<p>Helmet</p> <p>Safety Signs</p> <p>Traffic</p> <p>Pedestrian</p> <p>Hazards</p> <p>Hydration</p> <p>Dehydration</p> <p>Heat</p> <p>Water safety</p> <p>Strokes</p> <p>Aquatics</p>
UNIT NAME	CHECKLIST DATE/NOTES	LEARNING TARGETS	LESSON ACTIVITIES	ESSENTIAL QUESTIONS	ASSESSMENT	VOCAB
<p>FITNESS (K-2)</p> <p>PE.K.C.2.3 PE.K.L.3.1-3.6 PE.K.L.4.1-4.5</p> <p>PE.1.L.4.1-4.6 PE.1.L.3.1-3.6 PE.1.C.2.3</p>		<p>Students will:</p> <ul style="list-style-type: none"> • understand and identify changes in body functions during physical activity • St. understands the heart is a muscle that 	<p>Push-ups</p> <p>Curl-ups</p> <p>Curl-ups</p> <p>Mile run</p> <p>50 yard dash</p> <p>Shuttle run</p> <p>Standing long jump</p> <p>Pull ups/ flexed arm hang</p>	<p>What is fitness?</p> <p>What does it mean to be physically fit?</p> <p>What happens to our body when we exercise?</p> <p>List several activities that</p>	<p>TEACHER OBSERVATION</p> <p>SKILLS CHECKLIST</p> <p>TEACHER OBSERVATION</p> <p>ORAL QUIZ</p>	<p>Strength</p> <p>Cardio-respiratory</p> <p>Endurance</p> <p>Flexibility</p> <p>Stretch</p> <p>Balance</p> <p>Coordination</p> <p>Warm up</p> <p>Cool down</p> <p>Muscles</p>

<p>PE.2.C.2.3 PE.2.L.3.1-3.6 PE.2.L.4.1-4.7</p>		<p>becomes stronger as a result of physical activity</p> <ul style="list-style-type: none"> describe ways that technology can assist in physical fitness understand and participates in health related fitness assessment 	<p>Running long jump Cross country running Pedometers</p>	<p>promote physical fitness.</p> <p>What activities can you participate in outside of school to stay physically active?</p> <p>What kinds of technology can we use to help measure fitness?</p>	<p>RUBRIC</p> <p>STUDENT/PEER ASSESSMENT</p>	<p>Core</p>
<p>(3-5)</p> <p>PE.3.C.2.3 PE.3.L.3.1-3.6 PE.3.L.4.8-4.10 PE.3.C.2.7 PE.3.L.4.1-4.6</p> <p>PE.4.C.2.3 PE.4.L.3.1-3.5 PE.4.L.4.1-4.6</p> <p>PE.5.C.2.3 PE.5.L.3.1-3.7 PE.5.L.4.1-4.5 PE.4.L.4.8-4.10 PE.5.L.4.7-4.9 PE.5.C.2.7</p>		<p>Students will be able to:</p> <ul style="list-style-type: none"> identifies the positive benefits of exercise during and outside of school. identifies the importance of developing lifelong exercise and healthy habits. understands and identifies changes in body functions during physical activity. 	<p>Push-ups Curl-ups Push-ups Curl-ups Mile run 50 yard dash Shuttle run Standing long jump Pull ups/ flexed arm hang Running long jump Cross country running Pedometers</p>	<p>List the skill related and health related fitness components.</p> <p>Why is it important to lead an active lifestyle?</p> <p>Why are goals important to the ongoing process of fitness?</p> <p>What happens to your heart during and after exercise?</p> <p>Name several activities that</p>	<p>TEACHER OBSERVATION</p> <p>SKILLS CHECKLIST</p> <p>TEACHER OBSERVATION</p> <p>ORAL QUIZ</p> <p>RUBRIC</p> <p>STUDENT/PEER ASSESSMENT</p>	<p>Body Composition Muscular Strength Muscular Endurance Cardiovascular Endurance Flexibility Speed Agility Balance Coordination Power Goal Fitness Testing Heart Rate Pulse Pacing</p>

<p>(ESOL) Demonstration Read aloud</p>		<ul style="list-style-type: none"> • understands the physiological changes that occur during and after participation in sustained physical activity. • identify all fitness components. 		<p>promote each of the fitness categories.</p>		<p>Respiration</p>
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UNIT NAME	CHECKLIST DATE/NOTES	LEARNING TARGETS	LESSON ACTIVITIES	ESSENTIAL QUESTIONS	ASSESSMENT	VOCAB
<p>THROWING AND CATCHING</p> <p>(K-2)</p> <p>PE.K.M.1.5 PE.K.M.1.7-1.9 PE.K.C.2.5-2.6</p> <p>PE.1.M.1.7-1.9 PE.1.C.2.6-2.7 PE.1.C.2.7</p> <p>PE.2.M.1.7-1.8 PE.2.C.2.5-2.6</p>		<p>Students will:</p> <ul style="list-style-type: none"> • be able to describe and demonstrate proper technique for rolling, throwing, and catching various objects • -demonstrate the ability to throw/catch a ball on the ground or in the air. • Demonstrate a mature 	<p>Overhand throwing sequence</p> <p>Underhand throwing sequence</p> <p>Hand-eye coordination activities with various objects</p> <p>Target throws</p> <p>Self-Catch</p>	<p>What is the difference between an underhand and overhand throw?</p> <p>How do you perform an overhand throw using proper technique, accuracy, and force?</p> <p>Explain the importance of maintaining balance while rolling, throwing</p>	<p>TEACHER OBSERVATION</p> <p>SKILLS CHECKLIST</p> <p>TEACHER OBSERVATION</p> <p>ORAL QUIZ</p> <p>RUBRIC</p> <p>STUDENT/PEER ASSESSMENT</p>	<p>Throw</p> <p>Catch</p> <p>Underhand</p> <p>Overhand</p> <p>Opposite</p> <p>Follow through</p> <p>Dominant</p> <p>Non-dominant</p> <p>Target</p> <p>Aim</p> <p>Focus</p> <p>Technique</p> <p>Force</p>

		<p>throw/catch under/overhand</p> <ul style="list-style-type: none"> Position the fingers and hands when catching an object from different directions. Demonstrate how to absorb force from an oncoming object 	<p>Partner throws and catches</p> <p>Modified bowling</p> <p>Basketball passes</p> <p>Football passing and catching</p>	<p>underhand and overhand.</p>		
<p>(3-5)</p> <p>PE.3.M.1.7-1.8 PE.4.M.1.7-1.8 PE.5.M.1.7-1.8</p> <p>(ESOL) Demonstration</p>		<p>Students will be able to:</p> <ul style="list-style-type: none"> demonstrates an underhand an overhand throw, with proper technique, accuracy, and force. demonstrates the ability to throw various objects with accuracy and force demonstrates the ability to use various throwing skills in closed and open situations. 	<p>Target throws</p> <p>Partner throws and catches</p> <p>Modified/Lead-up bowling, basketball, baseball, and football, etc.</p>	<p>Why is proper form essential in throwing and catching?</p> <p>Why is bowling considered a lifetime activity?</p> <p>Define the word accuracy and describe why it is important in throwing and catching.</p> <p>Name 3 sports/activities that utilize an underhand throw.</p>	<p>TEACHER OBSERVATION</p> <p>SKILLS CHECKLIST</p> <p>TEACHER OBSERVATION</p> <p>ORAL QUIZ</p> <p>RUBRIC</p> <p>STUDENT/PEER ASSESSMENT</p>	<p>Underhand</p> <p>Overhand</p> <p>Opposite</p> <p>Follow through</p> <p>Dominant</p> <p>Non-dominant</p> <p>Target</p> <p>Aim</p> <p>Accuracy</p> <p>Focus</p> <p>Technique</p> <p>Force</p> <p>Absorb</p>

Read aloud Pictures		<ul style="list-style-type: none"> demonstrates various techniques for catching various thrown objects of differing shapes and sizes. demonstrates proper positioning to absorb the force of an oncoming object. 		Name 3 sports/activities that utilize an overhand throw.		
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UNIT NAME	CHECKLIST DATE/NOTES	LEARNING TARGETS	LESSON ACTIVITIES	ESSENTIAL QUESTIONS	ASSESSMENT	VOCAB
HEALTH AND NUTRITION (K-2) PE.K.L.4.6 PE.1.L.3.6 PE.1.L.4.1-4.7 PE.2.L.3.6-3.7 PE.2.L.4.2-4.8 HE.K.C.1.1-1.5 HE.K.B.3.1-3.2 HE.1.C.1.1-1.6 HE.1.B.3.1-3.2 HE.2.C.1.1-1.5 HE.2.B.3.1-3.2		Students will: <ul style="list-style-type: none"> understand and name categories in MyPlate. explain the importance of what a balanced diet. understands the relationship between healthy, regular meals, healthy snacks, and wellness. identify the major muscle groups 	Nutrition Bingo Body Parts Relay My Plate Relay Food Journal MyPlate	Can you classify food pictures into the proper food groups? How do nutrients help the body? What is a serving size? Why is it important to know about your bones? How many bones are in the human body?	TEACHER OBSERVATION SKILLS CHECKLIST TEACHER OBSERVATION ORAL QUIZ RUBRIC STUDENT/PEER ASSESSMENT	Nutrition Carbohydrates Sugar Protein Obese

				What is the importance of a healthy body and diet?		
<p>(3-5)</p> <p>PE.3L.4.2-4.7</p> <p>HE.3.C.1.1-1.6 HE.3.B.3.1-3.3</p> <p>HE.4.C.1.1-1.6 HE.4.B.3.1-3.3</p> <p>HE.5.C.1.1-1.6 HE.5.B.3.1-3.3</p> <p>(ESOL) Demonstration Read aloud Pictures</p>		<p>Students will:</p> <ul style="list-style-type: none"> • understand that a human body needs food to function properly. • identify the food categories used in USDA MyPlate • chart the foods eaten during one day and describe how well they adhere to MyPlate • identify the major muscle groups 	<p>Nutrition Bingo Poly bone and muscle relay MyPlate Relay Food Journal MyPlate</p>	<p>Can you classify food pictures into the proper food groups?</p> <p>How do nutrients help the body?</p> <p>What is a serving size?</p> <p>Why is it important to know about your bones?</p> <p>How many bones are in the human body?</p> <p>What is the importance of a healthy body and diet?</p>	<p>TEACHER OBSERVATION</p> <p>SKILLS CHECKLIST</p> <p>TEACHER OBSERVATION</p> <p>ORAL QUIZ</p> <p>RUBRIC</p> <p>STUDENT/PEER ASSESSMENT</p>	<p>Nutrition</p> <p>Carbohydrates</p> <p>Sugar</p> <p>Protein</p> <p>Obese</p>

UNIT NAME	CHECKLIST DATE/NOTES	LEARNING TARGETS	LESSON ACTIVITIES	ESSENTIAL QUESTIONS	ASSESSMENT	VOCAB
RHYTHM, DANCE, & GYMNASTICS (K-2) PE.K.M.1.10-1.12 P.E.1.M.1.10-1.12 PE.1.M.1.14 P.E.2.M.1.9-1.11 PE.2.L.3.8		Students will: <ul style="list-style-type: none"> demonstrate the ability to move to a slow/fast rhythmical beat and tempo combine skills to perform a dance or movement sequence. demonstrate sequences of rolls, and different balance with correct technique and smooth transitions 	Geo Dance Line Dance Square Dance Forward Roll Backward Roll Log Roll Animal Walks Cartwheels Round-offs Jump rope Folk Dance Create a dance	Describe shapes, levels, directions, pathways and patterns. What is tempo, rhythm, and beat? Why is it important to learn different cultural dances or movement? Explain the difference between static and ballistic stretches.	TEACHER OBSERVATION SKILLS CHECKLIST TEACHER OBSERVATION ORAL QUIZ RUBRIC STUDENT/PEER ASSESSMENT	Shapes Pathways Levels Balance Sequence Rhythm Beat Patterns Tempo Grapevine Bounce
(3-5) PE.3.M.1.9-1.12 PE.4.M.1.9-1.12 PE.5.M.1.9-1.12 PE.5.C.2.1 (ESOL) Demonstration		Students will: <ul style="list-style-type: none"> perform self-designed gymnastics and dance sequences consisting of clear beginning and ending balance and two different movement elements with 	Geo Dance Line Dance Square Dance Forward Roll Backward Roll Log Roll Animal Walks Cartwheels Round-offs Jump rope Folk Dance Create a dance	Describe why anyone can participate in dance. Why is cooperation needed when working with groups? What is tempo?	TEACHER OBSERVATION SKILLS CHECKLIST TEACHER OBSERVATION ORAL QUIZ RUBRIC	Rhythm Beat Patterns Tempo Grapevine Bounce Cooperation Sequence Balance Flow Calls

Read aloud Pictures		correct technique (i.e. balances, rolling, speed/direction, skills requiring weight on hands, tinkling, lumni sticks, jump rope)		Why is it important to learn different cultural dances or movement? Explain the difference between static and ballistic movement.	STUDENT/PEER ASSESSMENT	
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UNIT NAME	CHECKLIST DATE/NOTES	LEARNING TARGETS	LESSON ACTIVITIES	ESSENTIAL QUESTIONS	ASSESSMENT	VOCAB
CHASING, FLEEING, & DODGING (K-2) PE.1.M.1.13 PE.K.C.2.2 PE.K.C.2.8 PE.2.M.1.12 PE.2.C.2.9 (ESOL) Demonstration Read aloud		Students will: <ul style="list-style-type: none"> understand and demonstrate changes in speed and direction demonstrates the ability to maneuver around obstacles. demonstrate, describe and explain strategies used to flee, chase, and dodge. demonstrate how to safely tag another person 	Modified Flag Football Flag Tag Invasion games	What strategies should you use to avoid being tagged? Why is it important to avoid others/obstacles when moving in general space? Which strategies would you use to avoid being tagged/tag another person? What strategies should be used to catch a fleeing person?	TEACHER OBSERVATION SKILLS CHECKLIST TEACHER OBSERVATION ORAL QUIZ RUBRIC STUDENT/PEER ASSESSMENT	Avoid Dodge Flee Chase Strategy Agility Balance

<p>(3-5)</p> <p>PE. 3.C.2.8</p> <p>PE.4.M.1.12</p> <p>PE.4.C.2.9</p> <p>PE.5.C.2.5</p> <p>PE.5.C.2.8</p> <p>(ESOL)</p> <p>Demonstration</p> <p>Read aloud</p> <p>Pictures</p>		<p>Students will:</p> <ul style="list-style-type: none"> • understand and demonstrate changes in speed and direction • demonstrates the ability to maneuver around obstacles. • demonstrate, describe and explain strategies used to flee, chase, and dodge. • demonstrate how to safely tag another person 	<p>Modified Flag</p> <p>Football</p> <p>Flag Tag</p> <p>Invasion games</p>	<p>What strategies should you use to avoid being tagged?</p> <p>Why is it important to avoid others/obstacles when moving in general space?</p> <p>Which strategies would you use to avoid being tagged/tag another person?</p> <p>What strategies should be used to catch a fleeing person?</p>	<p>TEACHER OBSERVATION</p> <p>SKILLS CHECKLIST</p> <p>TEACHER OBSERVATION</p> <p>ORAL QUIZ</p> <p>RUBRIC</p> <p>STUDENT/PEER ASSESSMENT</p>	<p>Avoid</p> <p>Dodge</p> <p>Flee</p> <p>Chase</p> <p>Strategy</p> <p>Agility</p> <p>Directions</p> <p>Balance</p>
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