<table>
<thead>
<tr>
<th>Strand</th>
<th>Functions and Interrelationships of Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Structure and Functions of the Body</td>
</tr>
</tbody>
</table>

**Concept**

A. Identifies major body parts and their importance, as well as the five senses

**Learning Targets**

1. 
   - Identify the five senses
   - Tell why people have muscles
   - Identify major muscles of the body (e.g., biceps, triceps, abdominals, etc.)

**Alignments:**
Performance: 4.7
Knowledge: (H/PE) 1
HEGLE: FIS.1.A,B
NETS: N/A
DOK: 1

**Instructional Strategies**

- Group discussion
- Visuals
- Worksheets

**Assessments/Evaluations**

- Questioning
- Exit slips
- Teacher observation

**Sample Assessment Questions**

- Name the five senses?
### Instructional Resources/Tools

- Video: “Our Five Senses”
- Point to your triceps…biceps….abdominals
- Videos (district library)
- Posters
- www.pecentral.com
- www.teachpe.com
- *Physical Education for Children: Daily Lesson Plans for Elementary School* by Katherine Thomas, Amelia Lee and Jerry Thomas
- www.peuniverse.com
- YouTube
- www.cdc.gov
- 1.4

### Literacy Connections

- *My Five Senses* by Aliki
- “Your Muscles and Bones” by Anita Ganeri
- “Muscles and Bones” by Jane Saunderson

### Cross Curricular Connections

- Science: Anatomy
### Health
Kindergarten

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<td>Big Idea</td>
<td>B. Identifies major body parts and their importance, as well as the five senses</td>
<td>Learning Targets</td>
</tr>
<tr>
<td>Concept</td>
<td>3.</td>
<td><strong>Learning Targets</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Tell why people have bones</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identify major bones of the body (e.g. cranium, femur, phalanges)</td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 1.4
- Knowledge: (H/PE) 1
- HEGLE: FIS.1.C
- NETS: N/A
- DOK: 1

### Instructional Strategies
- Group discussion
- Visuals
- Worksheets

### Assessments/Evaluations
- Questioning
- Quizzes
- Exit slips

### Sample Assessment Questions
- On the skeleton please point to the cranium….phalanges, etc.
### Instructional Resources/Tools

- Videos (district library)
- Posters
- www.pecentral.org
- Teachpe.com
- *Physical Education for Children: Daily Lesson Plans for Elementary School* by Katherine Thomas, Amelia Lee and Jerry Thomas
- www.peuniverse.com
- YouTube
- www.cdc.gov
- Skeleton model

### Literacy Connections

- *Bones* by Tracy Maurer
- *The Skeletal System* by Kay Manolis
- *Bones: Our Skeletal System* by Seymour Simon

### Cross Curricular Connections

- Science: Anatomy
<table>
<thead>
<tr>
<th>Concept</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Identifies major body parts and their importance, as well as the five senses</td>
<td>4. Show the location of the heart</td>
</tr>
</tbody>
</table>

**Alignments:**
Performance: 3.2, 3.3, 4.7  
Knowledge: (H/PE) 1  
HEGLE: FIS.1.E  
NETS: N/A  
DOK: 1

**Instructional Strategies**
- Group discussion  
- Visuals  
- Worksheets

**Assessments/Evaluations**
- Questioning  
- Exit slips  
- Teacher observation

**Sample Assessment Questions**
- Put your hand over your heart
# Health

## Kindergarten

### Instructional Resources/Tools

- Heart rate monitor
- *Dynamic Physical Education for Elementary School Children* by Victor Dauer
- North Kansas City
- Curriculum guide
- www.pecentral.com
- Department library
- *Physical Education for Children: Daily Lesson Plans for Elementary School* by Katherine Thomas, Amelia Lee and Jerry Thomas
- www.crossfitkids.com
- www.mr.gym.com
- www.peuniverse.com
- *Physical Essentials* by Mehrof and Ermler

<table>
<thead>
<tr>
<th>Literacy Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Heart: How The Blood Gets Around The Body</em> by Richard Walker</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cross Curricular Connections</th>
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<td>Science: Anatomy</td>
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<tr>
<td>Concept</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>D. Communication skills</td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>

**Alignments:**
- Performance: 4.7
- Knowledge: (H/PE) 2
- HEGLE: FIS.2.C
- NETS: N/A
- DOK: 1

**Instructional Strategies**
- Group discussion
- Games and activities

**Assessments/Evaluations**
- Questioning
- Teacher observation

**Sample Assessment Questions**
- Give me an example of good sportsmanship when you win a game
## Instructional Resources/Tools

- Video – “Arthur The Good Sport”
- *Dynamic Physical Education for Elementary School Children* by Victor Dauer
- North Kansas City
- Curriculum guide
- www.pecentral.com
- Department library
- *Physical Education for Children: Daily Lesson Plans for Elementary School* by Katherine Thomas, Amelia Lee and Jerry Thomas
- www.crossfitkids.com
- www.mr.gym.com
- www.peuniverse.com
- *Physical Essentials* by Mehrof and Ermler

## Literacy Connections

- *Arthur Makes The Team* by Marc Brown
- *Good Sport Gwen* by Valerie Tripp

## Cross Curricular Connections

- ELA: Speaking & Listening
- Physical Education
### Health Maintenance and Enhancement
#### Personal and Family Health

<table>
<thead>
<tr>
<th>Concept</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>E. Discusses various concepts and importance of personal health</td>
<td>1. Identify behaviors that keep a person healthy (e.g., physical activity, sleep, good nutrition, clothing, hygiene)</td>
</tr>
</tbody>
</table>

#### Alignments:
Performance: 4.7  
Knowledge: (H/PE) 2  
HEGLE: HME.1.A  
NETS: N/A  
DOK: 1

#### Instructional Strategies
- Group discussion  
- Visuals  
- Worksheets

#### Assessments/Evaluations
- Questioning  
- Quizzes  
- Exit slips

#### Sample Assessment Questions
- If you want to be healthy what are some things you should do and shouldn’t do?
### Instructional Resources/Tools

- Video – “If You Don’t Take Care Of Your Body, Where Else Are You Going To Live?”
- *Dynamic Physical Education for Elementary School Children* by Victor Dauer
- North Kansas City
- Curriculum guide
- [www.pecentral.com](http://www.pecentral.com)
- Department library
- *Physical Education for Children: Daily Lesson Plans for Elementary School* by Katherine Thomas, Amelia Lee and Jerry Thomas
- [www.crossfitkids.com](http://www.crossfitkids.com)

### Literacy Connections

- *Oh The Things You Can Do That Are Good For You!* by Tish Rabe

### Cross Curricular Connections

- Science: Nutrition
- Physical Education
## Health

**Kindergarten**

<table>
<thead>
<tr>
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<tr>
<td><strong>Big Idea</strong></td>
<td>Personal and Family Health</td>
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<th>Learning Targets</th>
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<tbody>
<tr>
<td>F. Discusses various concepts and importance of personal health</td>
<td>2. • Recognize that active play makes people strong and healthy</td>
</tr>
</tbody>
</table>

### Alignments:
- Performance: 4.7
- Knowledge: (H/PE) 4
- HEGLE: HME.1.D
- NETS: N/A
- DOK: 1

### Instructional Strategies
- Games which promote movement such as:
  - tag
  - relays
  - Group discussion
  - Circuit training
  - Guided and independent practice

### Assessments/Evaluations
- Teacher observation of student movements
- Review of movement vocabulary, such as heart beating
- Exit slips

### Sample Assessment Questions
- Why is running good for your heart?
### Instructional Resources/Tools

- Videos (district library)
- Posters
- [www.pecentral.com](http://www.pecentral.com)
- [www.teachpe.com](http://www.teachpe.com)
- *Physical Education for Children: Daily Lesson Plans for Elementary School* by Katherine Thomas, Amelia Lee and Jerry Thomas
- [www.peuniverse.com](http://www.peuniverse.com)
- YouTube
- [www.cdc.gov](http://www.cdc.gov)

### Literacy Connections

- *Very Sleepy Sloth* by Andrew Murray

### Cross Curricular Connections

- Physical Education
<table>
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</tr>
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<td>Big Idea</td>
<td>Nutrition</td>
</tr>
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</table>

**Concept**

G. Discusses various concepts and importance of personal health

**Learning Targets**

1. • Recognize we need a variety of foods each day

**Alignments:**
- Performance: 4.7
- Knowledge: (H/PE) 2
- HEGLE: HME.2.B
- NETS: N/A
- DOK: 1

**Instructional Strategies**

- Group discussion
- Visuals
- Games and activities

**Assessments/Evaluations**

- Questioning
- Exit slips

**Sample Assessment Questions**

- Tell me what a nutritious breakfast would look like
### Instructional Resources/Tools

- Videos (district library)
- Posters
- www.pecentral.com
- www.teachpe.com
- *Physical Education for Children: Daily Lesson Plans for Elementary School* by Katherine Thomas, Amelia Lee and Jerry Thomas
- www.peuniverse.com
- YouTube
- www.cdc.gov

### Literacy Connections

- *The Monster Health Book: A Guide To Eating Healthy, Being Active, and Feeling Great For Monsters and Kids!* by Edward Miller
- *Eat Your Vegetables! Drink Your Milk!* by Alvin Silverstein

### Cross Curricular Connections

- Science: Biology/Nutrition
### Strand Risk Assessment and Reduction

<table>
<thead>
<tr>
<th>Big Idea</th>
<th>Disease Prevention and Control</th>
</tr>
</thead>
</table>

**Concept**

H. Discusses various concepts and importance of personal health

**Learning Targets**

1. • Recognize that germs cause illness

### Alignments:

- Performance: 4.7
- Knowledge: (H/PE) 3
- HEGLE: RAR.1.A
- NETS: N/A
- DOK: 1

**Instructional Strategies**

- Group discussion
- Visuals

**Assessments/Evaluations**

- Questioning
- Exit slips

**Sample Assessment Questions**

- Why is washing your hands important?

**Instructional Resources/Tools**

- Videos:
  - “The Germ Busters: A Hygiene Program For Kids”
  - “Germs and Your Health”
- *Dynamic Physical Education for Elementary School Children* by Victor Dauer
- North Kansas City
- Curriculum guide
- www.pecentral.com
- Department library
### Health

**Kindergarten**

- *Physical Education for Children: Daily Lesson Plans for Elementary School* by Katherine Thomas, Amelia Lee and Jerry Thomas
- [www.crossfitkids.com](http://www.crossfitkids.com)
- [www.mr.gym.com](http://www.mr.gym.com)
- [www.peuniverse.com](http://www.peuniverse.com)
- *Physical Essentials* by Mehrof and Ermler

#### Literacy Connections

- *Why Do I Wash My Hands?* by Angela Royston
- *Washing My Hands* by Elizabeth Vogel

#### Cross Curricular Connections

- Science: Biology
<table>
<thead>
<tr>
<th>Concept</th>
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</table>
| I. Discusses various body fluids can spread illness and how to protect oneself from those | 3. Identify bodily fluids (e.g., blood, saliva, urine, tears, sweat, mucous)  
• Identify how gloves protect us from bodily fluids |

*The Missouri School Improvement Program (MSIP 1.1, 1.2, 1.3) requires that developmentally appropriate HIV/AIDS prevention education occur at EVERY grade level, including primary grades*

| Alignments: Performance: 1.4  
Knowledge: (H/PE) 3  
HEGLE: RAR.1.E  
NETS: N/A  
DOK: 1 |  |

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• Visuals  
• Worksheets |

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<th>Sample Assessment Questions</th>
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<tbody>
<tr>
<td>• Name some fluids from your body that others should not touch.</td>
</tr>
<tr>
<td>• When dealing with blood, what do you want to make sure you use?</td>
</tr>
</tbody>
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<tr>
<td>• <em>What Are Germs</em> by Alvin Silverstein</td>
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<tr>
<td>• <em>The Icky Sticky Snot and Blood Book</em> by Steve Alten</td>
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<td>---------</td>
</tr>
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<td>J. Discusses how various body fluids can spread illness and how to protect oneself from those.</td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 4.7
- Knowledge: (H/PE) 2,7
- HEGLE: RAR.2.C
- NETS: N/A
- DOK: 1

**Instructional Strategies**
- Group discussion
- Visuals

**Assessments/Evaluations**
- Questioning
- Exit slips

**Sample Assessment Questions**
- What are some safety items you use when you ride your bicycle or playing baseball?
## Instructional Resources/Tools

- Videos (district library)
- Posters
- www.pecentral.com
- www.teachpe.com
- *Physical Education for Children: Daily Lesson Plans for Elementary School* by Katherine Thomas, Amelia Lee and Jerry Thomas
- www.peuniverse.com
- YouTube
- www.cdc.gov

## Literacy Connections

- *Officer Buckle and Gloria* by Peggy Rathamann

## Cross Curricular Connections

- Physical Education