<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, body systems, and their importance, as well as the five senses

**Learning Targets**

1. • Illustrate the functions of the five senses (e.g., eyes to see)

### Alignments:

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

### Instructional Strategies

- Group discussion
- Visuals
- Worksheets

### Assessments/Evaluations

- Questioning
- Test/quizzes
- Exit slips

### Sample Assessment Questions

• Which one of the 5 senses allows us to see?

### Instructional Resources/Tools

• Video: “Our Five Senses”

### Literacy Connections

• *My Five Senses* by Aliki
Cross Curricular Connections

• Science: Anatomy
<table>
<thead>
<tr>
<th>Concept</th>
<th>Big Idea</th>
<th>Functions and Interrelationships of Systems</th>
<th>Learning Targets</th>
</tr>
</thead>
</table>
| B. Identifies major body parts, body systems, and their importance, as well as the five senses | Structure and Functions of the Body | | 2.  
- Identify a muscle in each region of the body (e.g., arms, torso, legs) |

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

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

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

**Sample Assessment Questions**  
- Identify your upper leg muscles and give one exercise we can perform to strengthen them
## 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

- *Muscles: The Muscular System* by Kay Manolis
- *The Muscular System* by Helen Frost

## Cross Curricular Connections

- Science: Anatomy
<table>
<thead>
<tr>
<th>Strand</th>
<th>Functions and Interrelationships of Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Structure and Functions of the Body</td>
</tr>
<tr>
<td><strong>Big Idea</strong></td>
<td><strong>Concept</strong></td>
</tr>
<tr>
<td></td>
<td>C. Identifies major body parts, body systems, and their importance, as well as the five senses</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

**Sample Assessment Questions**
- Locate the humerus on the skeleton
## 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

## Literacy Connections

- *Bones* by Tracy Maurer
- *The Skeletal System* by Kay Manolis

## Cross Curricular Connections

- Science: Anatomy
<table>
<thead>
<tr>
<th>Concept</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. Identifies major body parts, body systems, and their importance, as well as the five senses</td>
<td>4. • Predict what happens to your heart rate during physical activity</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
- Test/quizzes
- Exit slips
- Teacher observation

**Sample Assessment Questions**
- Does your heart beat faster when you are resting or when you are running?
# Health

## 1st Grade

### Instructional Resources/Tools

- Heart rate monitor
- *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)
- [www.mr.gym.com](http://www.mr.gym.com)
- [www.peuniverse.com](http://www.peuniverse.com)
- *Physical Essentials* by Mehrof and Ermler

### Literacy Connections

- *Heart: How The Blood Gets Around The Body* by Richard Walker
- *Blood Circulation* by Ruiz Llamas

### Cross Curricular Connections

- Science: Anatomy
Strand | Functions and Interrelationships of Systems  
---|---  
Big Idea | Structure and Functions of the Body  

### Concept

- **E.** Identifies major body parts, body systems, and their importance, as well as the five senses

### Learning Targets

- **5.** Identify the basic components of the respiratory system (e.g., nose, mouth, lungs)

### Alignments:

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

### Instructional Strategies

- Group discussion
- Visuals
- Worksheets

### Assessments/Evaluations

- Questioning
- Test/quizzes
- Exit slips

### Sample Assessment Questions

- What part of your respiratory system is protected by the rib cage?
### Instructional Resources/Tools

- *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

- *The Respiratory System* by Helen Frost
- *Breath – The Respiratory System* by Gillian Houghton

### Cross Curricular Connections

- Science: Anatomy
<table>
<thead>
<tr>
<th>Strand</th>
<th>Functions and Interrelationships of Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Social, Emotional and Mental Health</td>
</tr>
<tr>
<td></td>
<td>Concept</td>
</tr>
<tr>
<td></td>
<td>F. Communication skills</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning Targets</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
<tr>
<td></td>
<td>• Identify appropriate behaviors related to good sportsmanship</td>
</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
- Test/quizzes
- Exit slips

**Sample Assessment Questions**
- Is being a good sport giving someone a high five or sticking your tongue out at them?
### 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

- *Benched* by Rich Wallace
- *Tough Loser* by Barthe DeClements

### Cross Curricular Connections

- ELA: Speaking & Listening
- Physical Education
<table>
<thead>
<tr>
<th>Strand</th>
<th>Health Maintenance and Enhancement</th>
<th>Big Idea</th>
<th>Personal and Family Health</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Concept</td>
<td>Learning Targets</td>
</tr>
<tr>
<td></td>
<td>G. Discusses various concepts and</td>
<td></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>importance of personal health and</td>
<td></td>
<td>• Show the cause and</td>
</tr>
<tr>
<td></td>
<td>nutrition</td>
<td></td>
<td>effect of healthy behaviors</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(e.g., physical activity,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>sleep, good nutrition,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>clothing, hygiene)</td>
</tr>
<tr>
<td>Alignments:</td>
<td>Performance: 4.7</td>
<td>Knowledge: (H/PE) 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HEGLE: HME.1.A</td>
<td>NETS: H/PE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DOK: 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Instructional Strategies**

- Group discussions
- Visuals
- Worksheets

**Assessments/Evaluations**

- Questioning
- Test/quizzes
- Exit slips

**Sample Assessment Questions**

- What is the importance of getting rest and eating good foods?
### 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
- 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

- *The Monster Health Book: A Guide To Eating Healthy, Being Active, & Feeling Great For Monsters and Kids* by Edward Miller

### Cross Curricular Connections

- Science: Nutrition
- Physical Education
<table>
<thead>
<tr>
<th>Strand</th>
<th>Health Maintenance and Enhancement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Personal and Family Health</td>
</tr>
<tr>
<td>Concept</td>
<td></td>
</tr>
<tr>
<td>H. Identifies major body parts, body systems, and their importance, as well as the five senses</td>
<td>Learning Targets</td>
</tr>
<tr>
<td>Learning Targets</td>
<td>3. Recognize that physical activity increases heart and respiratory rate</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
- Worksheets/handouts
- Circuit training
- Goal setting
- Guided and independent practice

**Assessments/Evaluations**
- Teacher observation of student movement activities to ensure inclusion of:
  - endurance
  - muscular strength
  - flexibility
- Converse with student to ensure that student uses movement vocabulary, such as: heart beating fast, running etc.
- Test/quizzes
- Exit slips
**Sample Assessment Questions**

- How can I tell that you have been exercising?

---

**Instructional Resources/Tools**

- [www.pecentral.com](http://www.pecentral.com)
- *Dynamic Physical Education for Elementary School Children* by Victor Dauer
- Curriculum guide
- [www.mr.gym.com](http://www.mr.gym.com)
- [www.crossfitkids.com](http://www.crossfitkids.com)
- [www.pecentral.com](http://www.pecentral.com)

---

**Literacy Connections**

- *Breath: The Respiratory System* by Gillian Houghton

---

**Cross Curricular Connections**

- Physical Education
- Science: Anatomy
<table>
<thead>
<tr>
<th><strong>Strand</strong></th>
<th><strong>Health Maintenance and Enhancement</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Big Idea</strong></td>
<td><strong>Nutrition</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Concept</strong></th>
<th><strong>Learning Targets</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Discusses various concepts and importance of personal health and nutrition</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>• Recognize that foods come from plant and animal sources and provide the body with fuel (energy)</td>
</tr>
<tr>
<td></td>
<td>• Recognize that food fits into different groups and that different amounts are needed from each food group for healthy eating (i.e., grains, fruits, vegetables, dairy, beans, meats)</td>
</tr>
<tr>
<td></td>
<td>• Recognize that packaged food products contain labels</td>
</tr>
</tbody>
</table>

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

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

**Assessments/Evaluations**
- Questioning
- Test/quizzes
- Exit slips
### Sample Assessment Questions

- Which food group does a banana belong to?

### Instructional Resources/Tools

- Video:
  - “Nutrition”
  - “Rodney Raccoon: Health & Nutrition for Kids”
- *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

- *Eating* by Anna Sandeman
- *Eat Power Proteins* by Cindy Devine Dalton
- *The Vegetable Group* by Helen Frost

### Cross Curricular Connections

- Science: Biology
<table>
<thead>
<tr>
<th>Strand</th>
<th>Health Maintenance and Enhancement</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Nutrition</td>
<td></td>
</tr>
</tbody>
</table>
| Concept      | J. Discusses various concepts and importance of personal health and nutrition | 4.  
|              |                                    | • Recognize that food provides the body with fuel (energy) (e.g., importance of eating breakfast) |

**Alignments:**

- Performance: 3.3  
- Knowledge: (H/PE) 2  
- HEGLE: HME.2.E  
- NETS: 4a,b  
- DOK: 1

**Instructional Strategies**

- Group discussion  
- Visuals  
- Worksheets  
- Games and activities

**Assessments/Evaluations**

- Questioning  
- Test/quizzes  
- Exit slips

**Sample Assessment Questions**

- Why is it important to eat a healthy breakfast?
### Instructional Resources/Tools

- *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)
- [www.mr.gym.com](http://www.mr.gym.com)
- [www.peuniverse.com](http://www.peuniverse.com)
- *Physical Essentials* by Mehrof and Ermler

### Literacy Connections

- *Food and Your Health* by Jillian Powell
- *How To Eat To Win* by Barbara J. Patten

### Cross Curricular Connections

- Science: Biology/Nutrition
- Physical Education
<table>
<thead>
<tr>
<th>Concept</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>K. Discusses various concepts and importance of personal health and nutrition</td>
<td>3. • Demonstrate how goal-setting can help a person make a difference in their health or fitness</td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 4.7
- Knowledge: (H/PE) 2
- HEGLE: HME.4.C
- NETS: N/A
- DOK: 2

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

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

**Sample Assessment Questions**
- How is it important to your health to goal set?
<table>
<thead>
<tr>
<th>Instructional Resources/Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Dynamic Physical Education for Elementary School Children* by Victor Dauer</td>
</tr>
<tr>
<td>• North Kansas City</td>
</tr>
<tr>
<td>• Curriculum guide</td>
</tr>
<tr>
<td>• <a href="http://www.pecentral.com">www.pecentral.com</a></td>
</tr>
<tr>
<td>• Department library</td>
</tr>
<tr>
<td>• Physical Education for Children: Daily Lesson Plans for Elementary School* by Katherine Thomas, Amelia Lee and Jerry Thomas</td>
</tr>
<tr>
<td>* Physical Essentials* by Mehrof and Ermler</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literacy Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cross Curricular Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Physical Education</td>
</tr>
<tr>
<td>Strand</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>Big Idea</td>
</tr>
<tr>
<td><strong>Concept</strong></td>
</tr>
<tr>
<td>L. Discusses various concepts and importance of personal health and nutrition</td>
</tr>
<tr>
<td><strong>Alignments:</strong></td>
</tr>
<tr>
<td>Performance: 4.7</td>
</tr>
<tr>
<td>Knowledge: (H/PE) 2</td>
</tr>
<tr>
<td>HEGLE: HME.4.D</td>
</tr>
<tr>
<td>NETS: N/A</td>
</tr>
<tr>
<td>DOK: 1</td>
</tr>
<tr>
<td><strong>Sample Assessment Questions</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>• How does stress affect our bodies?</td>
</tr>
</tbody>
</table>
### Instructional Resources/Tools

- *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

- 

### Cross Curricular Connections

- Science: Biology
# Health

## Risk Assessment and Reduction

<table>
<thead>
<tr>
<th>Strand</th>
<th>Risk Assessment and Reduction</th>
<th>Disease Prevention and Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Concept</td>
<td>Learning Targets</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concept</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>M. Discusses how various body fluids can spread illness and how to protect themselves from those.</td>
<td>1. Identify signs of illness and list ways to help you recover.</td>
</tr>
<tr>
<td></td>
<td>2. Define germs, where they are found, and what harm they cause to the body.</td>
</tr>
</tbody>
</table>

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

### Instructional Strategies

- Group discussions
- Visuals
- Worksheets

### Assessments/Evaluations

- Questioning
- Test/quizzes
- Exit slips

### Sample Assessment Questions

- How can washing your hands keep you healthy?
# 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
- *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](http://www.peuniverse.com)
- *Physical Essentials* by Mehrof and Ermler

## Literacy Connections

- *Hygiene and Your Health* by Jillian Powell
- *Why Do I Wash My Hands* by Angela Royston

## Cross Curricular Connections

- Science: Biology
### Concept

N. Discusses how various body fluids can spread illness and how to protect themselves from those.

### Learning Targets

3. • Recognize that bodily fluids can carry harmful diseases and that some diseases are easily transmitted while others are not.

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

### Instructional Strategies

- Group discussions
- Visuals

### Assessments/Evaluations

- Questioning
- Exit slips

### Sample Assessment Questions

- Why do you not put your mouth on the water fountain when getting a drink?

### Instructional Resources/Tools

- Video library
<table>
<thead>
<tr>
<th><strong>Literacy Connections</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• <em>The Icky Sticky Snot and Blood Book</em> by Steve Aten</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Cross Curricular Connections</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Science: Biology</td>
</tr>
<tr>
<td>Strand</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>Big Idea</td>
</tr>
</tbody>
</table>

**Concept**

O. Activity related injuries and environmental conditions

**Learning Targets**

3. • Match safety equipment to the activity or sport

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

**Instructional Strategies**

- Group discussions
- Visuals
- Worksheets

**Assessments/Evaluations**

- Questioning
- Test/quizzes
- Exit slips

**Sample Assessment Questions**

- Which sport requires shin guards in order for participation?
### Instructional Resources/Tools

- *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](http://www.peuniverse.com)
- *Physical Essentials* by Mehrof and Ermler

### Literacy Connections


### Cross Curricular Connections

- Physical Education