<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>
<tr>
<td><strong>Concept</strong></td>
<td><strong>Learning Targets</strong></td>
</tr>
<tr>
<td>A. Identifies the structure and function of the body systems</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>• Classify the five sense organs and their parts (e.g., iris, ear canal, olfactory bulb, taste buds, nasal cavity) and explain how the five senses are used in personal and social environment (e.g., gathering information, making observations, drawing conclusions)</td>
</tr>
<tr>
<td></td>
<td>• Name the major parts, functions and disorders of the sensory organs (e.g., near-sightedness, far-sightedness, hearing loss)</td>
</tr>
</tbody>
</table>

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

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

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

**Sample Assessment Questions**
- Tell me what it means to be near-sighted and far-sighted
### Instructional Resources/Tools

- Videos (district library)
- Posters
- www.pecentral.org
- 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

- *My Five Senses* by Aliki
- *I Hear, I See, I Touch* by H. Oxenbury

### Cross Curricular Connections

- Science: Anatomy
<table>
<thead>
<tr>
<th>Concept</th>
<th>Learning Targets</th>
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<tbody>
<tr>
<td>B. Identifies the structure and function of the body systems</td>
<td>2. • Recognize the major muscles of the muscular system (e.g., deltoid, triceps, abdominal, quadriceps)</td>
</tr>
</tbody>
</table>

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

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

**Assessments/Evaluations**
- Test/quizzes  
- Exit sheets  
- Worksheets

**Sample Assessment Questions**
- Point to your deltoids, abdominals, biceps, and triceps
### Instructional Resources/Tools

- Videos (district library)
- Posters
- [www.pecentral.org](http://www.pecentral.org)
- [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

- *The Muscular System* by Helen Frost
- *Muscles and Bones* by Jane Saunderson

### Cross Curricular Connections

- Science: Anatomy
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### Concept

C. Identifies the structure and function of the body systems

### Learning Targets

3. Categorize and label different bones by body parts (e.g., leg-tibia, arms-humerus, head-skull, torso-spine)

### Alignments:
- Performance: 1.4
- Knowledge: (H/PE) 1
- HEGLE: FIS.1.C
- NETS: N/A
- DOK: 2

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

### Assessments/Evaluations
- Test/quizzes
- Questioning
- Exit slips
- Worksheets

### Sample Assessment Questions
- When I say the scientific name of a bone please point to it on the skeleton
### Instructional Resources/Tools

- Videos (district library)
- Posters
- www.pecentral.org
- 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

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

### Cross Curricular Connections

- Science: Anatomy
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<td><strong>Concept</strong></td>
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<tr>
<td>D. Identifies the structure and function of the body systems</td>
<td>4.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Identify the major components and functions of the integumentary system (i.e., skin, hair, nails)</td>
</tr>
<tr>
<td><strong>Alignments:</strong></td>
<td></td>
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<tr>
<td>Performance: 1.4</td>
<td></td>
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<tr>
<td>Knowledge: (H/PE) 1</td>
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<td>HEGLE: FIS.1.D</td>
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<tr>
<td>NETS: N/A</td>
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<tr>
<td>DOK: 1</td>
<td></td>
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**Instructional Strategies**

- Group discussion
- Visuals
- Worksheets

**Assessments/Evaluations**

- Test/quizzes
- Questioning
- Worksheets
- Exit Slips

**Sample Assessment Questions**

- What is the function of your skin?...hair?...fingernails?
## Instructional Resources/Tools

- Videos (district library)
- Posters
- www.pecentral.org
- 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

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## Cross Curricular Connections

- Science: Anatomy
<table>
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<tr>
<td>E. Identifies the structure and function of the body systems</td>
<td>5. • Identify the cause and effect of lifestyles choices (e.g., activity, diet, tobacco use) on the cardio-respiratory system (e.g., healthy heart vs. unhealthy heart, blocked blood vessels, lung capacity) • Identify the cause and effect of an active vs. inactive lifestyle on the cardio-respiratory system (e.g., healthy vs. unhealthy heart and lungs)</td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 3.2, 3.3, 4.7
- Knowledge: (H/PE) 1
- HEGLE: FIS.1.E
- NETS: N/A
- DOK: 2

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

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

**Sample Assessment Questions**
- What is the effect on your body if you do not exercise?
- How does smoking affect your body?
### Instructional Resources/Tools

- Videos (district library)
- Posters
- www.pecentral.org
- 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

- *Exercise and Your Health* by Jillian Powell

### Cross Curricular Connections

- Science: Anatomy/Biology
- Physical Education
<table>
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</table>
| F. Identifies the structure and function of the body systems | 6.  
- Identify the cause and effect of lifestyle choices on the respiratory system (e.g., inactivity, tobacco) |

**Alignments:**
Performance: 3.2, 3.3, 4.7  
Knowledge: (H/PE) 1  
HEGLE: FIS.1.F  
NETS: N/A  
DOK: 2

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

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

**Sample Assessment Questions**
- What part of your respiratory system does smoking effect the most?
### Instructional Resources/Tools

- Videos (district library)
- Posters
- [www.pecentral.org](http://www.pecentral.org)
- [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

- *Jimmie Boogie Learns About Smoking* by Tim Brenneman

### Cross Curricular Connections

- Science: Anatomy/Biology
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<td><strong>Learning Targets</strong></td>
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<tr>
<td>G. Identifies the structure and function of the body systems</td>
<td>7. Identify the major components and functions of the nervous system (i.e., brain, spinal cord, nerves)</td>
</tr>
</tbody>
</table>

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

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

**Assessments/Evaluations**
- Test/quizzes
- Worksheets
- Exit Slips
- Questioning

**Sample Assessment Questions**
- What does the spinal cord do for your body?
### Instructional Resources/Tools

- Videos (district library)
- Posters
- www.pecentral.org
- 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 Brain: Our Nervous System* by Seymour Simon

### Cross Curricular Connections

- Science: Anatomy
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<tr>
<td><strong>Concept</strong></td>
<td>H. Identifies the structure and function of the body systems</td>
<td>8.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identify the major components (e.g., mouth, esophagus, stomach, small intestine, large intestine) and functions of the digestive system</td>
</tr>
</tbody>
</table>

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

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

**Assessments/Evaluations**
- Test/Quizzes
- Questioning
- Exit Slips
- Worksheets

**Sample Assessment Questions**
- Name three parts of the digestive system and tell what each does
### Instructional Resources/Tools

- Videos (district library)
- Posters
- www.pecentral.org
- 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

- *Your Digestive System* by Anita Ganeri
- *Digestion* by Tracy Maurer

### Cross Curricular Connections

- Science: Anatomy
### Concept

1. Understands what it means to be fit, participates regularly in physical activities, and recognizes the physical signs associated with movement

### Learning Targets

4. • Identify components of health related fitness

### Alignments:

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

### Instructional Strategies

• Group discussion

### Assessments/Evaluations

• Questioning

### Sample Assessment Questions

• Tell me different ways to become physically fit

### Instructional Resources/Tools

- Videos (district library)
- Posters
- [www.pecentral.org](http://www.pecentral.org)
- [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

- *Exercise and Your Health* by Jillian Powell

## Cross Curricular Connections

- Physical Education
## Concept

J. Discusses various concepts and importance of personal health and nutrition

## Learning Targets

1. Identify the six essential nutrients and their functions (carbohydrates, protein, fats, vitamins, minerals, water)

## Alignments:

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

## Instructional Strategies

- Group discussion
- Visuals
- Worksheets

## Assessments/Evaluations

- Test/quizzes
- Worksheets
- Questioning

## Sample Assessment Questions

- What does protein do for our bodies?...carbohydrates?
## Instructional Resources/Tools

- Videos (district library)
- Posters
- www.pecentral.org
- 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](http://www.cdc.gov)
- [www.choosemyplate.gov](http://www.choosemyplate.gov)

## Literacy Connections

- *Staying Healthy, Eating Right* by Alice B. McGinty

## Cross Curricular Connections

- Science: Biology/Nutrition
### Concept

K. Discusses various concepts and importance of personal health and nutrition

<table>
<thead>
<tr>
<th>Strand</th>
<th>Health Maintenance and Enhancement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Nutrition</td>
</tr>
</tbody>
</table>

### Learning Targets

3. Explain the importance of nutrition facts on food labels in making healthy selections (e.g., serving size, calories, nutrients, ingredients)

### Alignments:
- Performance: 4.1
- Knowledge: (H/PE) 2
- HEGLE: HME.2.C
- NETS: N/A
- DOK: 2

### Instructional Strategies

- Food Label scavenger hunt
- Visuals
- Worksheets

### Assessments/Evaluations

- Questioning
- Worksheets
- Scavenger hunt

### Sample Assessment Questions

- Why are food labels important for someone who is trying to lose weight?
### Instructional Resources/Tools

- Videos (district library)
- Posters
- www.pecentral.org
- 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

- *Lenny Learns About Food Labels*

### Cross Curricular Connections

- ELA: Reading/Nonfiction
<table>
<thead>
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<th>Learning Targets</th>
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</thead>
<tbody>
<tr>
<td>L. HIV/AIDS prevention education</td>
<td>3. Define HIV/AIDS and recognize that HIV is transmitted through blood and other bodily fluids</td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 4.1
- Knowledge: (H/PE) 3
- HEGLE: RAR.1.E
- NETS: N/A
- DOK: 1

**Instructional Strategies**
- Group discussions
- Visuals
- Worksheets

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

**Sample Assessment Questions**
- How is HIV transmitted?

**Instructional Resources/Tools**
- Videos (district library)

**Literacy Connections**
- *Alex, the Kid with AIDS* by Linda Walvoord Girard
Cross Curricular Connections

- Science: Biology