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<td><strong>Concept</strong></td>
<td><strong>Learning Targets</strong></td>
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<tr>
<td></td>
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<td>A. Identifies the structure and function of the body systems</td>
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<td></td>
<td>• Explain ways in which the muscular and other body systems work together</td>
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<tr>
<td><strong>Alignments:</strong></td>
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<tr>
<td>Performance: 4.7</td>
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<td>Knowledge: (H/PE) 1</td>
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<td>HEGLE: FIS.1.B</td>
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<tr>
<td><strong>Instructional Strategies</strong></td>
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<td>• Worksheets</td>
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</tr>
<tr>
<td><strong>Sample Assessment Questions</strong></td>
<td></td>
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</tr>
<tr>
<td>• How do the muscles and bones work together to help us move?</td>
<td></td>
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</tr>
</tbody>
</table>
### 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

- *Muscles: The Muscular System* by Gillian Houghton
- *Muscles and Bones* by Jane Saunderson

### Cross Curricular Connections

- Science: Anatomy
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**Concept**

B. Identifies the structure and function of the body systems

**Learning Targets**

2.  
   - Formulate ways to protect skin from environmental damage
   - Explain ways in which the integumentary system works with the sensory organs
   - Recognize the importance of self and regular check-ups for skin abnormalities

**Alignments:**

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

**Instructional Strategies**

- Group discussion  
- Visuals

**Assessments/Evaluations**

- Test/quizzes  
- Exit slips

**Sample Assessment Questions**

- What can be done to protect the skin from the sun?
## 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

- *Skin* by Casey Lasko
- *Skin, Teeth, and Hair* by Anna Sandeman

## Cross Curricular Connections

- Science: Anatomy
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>C. Identifies the structure and function of the body systems</td>
<td>3. Identify the types of blood vessels (i.e., arteries, veins, capillaries)</td>
</tr>
<tr>
<td></td>
<td>Identify the chambers of the heart (i.e., atrium, ventricle)</td>
</tr>
<tr>
<td></td>
<td>Identify types of blood cells (i.e., red, white, platelets)</td>
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<tr>
<td></td>
<td>Explain ways in which the cardio-respiratory system interacts with other systems</td>
</tr>
</tbody>
</table>

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

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

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

**Sample Assessment Questions**
- Point out the chambers of the heart on our heart model
### 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 Respiratory System* by Helen Frost
- *The Circulatory System* by Christine Taylor-Butler

### Cross Curricular Connections

- Science: Anatomy
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<tr>
<td>D. Identifies the structure and function of the body systems</td>
<td>4.</td>
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<tr>
<td></td>
<td>• Summarize the functions of the nervous system (e.g., sending and receiving messages, regulating body functions), serving as the body’s control center for five senses (emotions, speech, coordination, balance, and learning)</td>
</tr>
</tbody>
</table>

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

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

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

**Sample Assessment Questions**
- What are the functions of the nervous system?
**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**

- *Nerves: The Nervous System* by Gilllian Houghton
- *The Nervous System* by Darlene R. Stille

**Cross Curricular Connections**

- Science: Anatomy
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<td>E. Identifies the structure and function of the body systems</td>
<td>5. Explain ways in which the digestive and other body systems work together</td>
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**Alignments:**
- Performance: 1.4
- Knowledge: (H/PE) 1
- HEGLE: FIS.1.H
- NETS: N/A
- DOK: 2

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

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

**Sample Assessment Questions**
- Explain how food goes through the 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 Digestive System* by Helen Frost
- *A Journey Through the Digestive System with Max Axiom, Super Scientist* by Emily Sohn

# Cross Curricular Connections

- Science: Anatomy
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<td><strong>Learning Targets</strong></td>
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<tr>
<td></td>
<td>6.</td>
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<tr>
<td></td>
<td>• Explain ways in which the urinary/excretory works with other body systems</td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 1.4
- Knowledge: (H/PE) 1
- HEGLE: FIS.1.1
- NETS: N/A
- DOK: 2

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

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

**Sample Assessment Questions**
- After water enters the mouth tell me the way the body uses it
### 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
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### Literacy Connections

- *I Know Where My Food Goes* by Jacqui Maynard

### Cross Curricular Connections

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<td>7.</td>
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<tr>
<td>• Explain ways in which the endocrine and nervous systems work together</td>
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</tr>
</tbody>
</table>

**Alignments:**
Performance: 1.4
Knowledge: (H/PE) 1
HEGLE: FIS.1.J
NETS: N/A
DOK: 2

**Instructional Strategies**
• Group discussion
• Visuals
• Worksheets

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

**Sample Assessment Questions**
• Explain ways in which the endocrine and nervous system work together
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<tr>
<td>Concept</td>
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<tr>
<td>---------</td>
</tr>
<tr>
<td>H. Discusses various concepts and importance of personal health and nutrition</td>
</tr>
</tbody>
</table>

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

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

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

**Sample Assessment Questions**
- List things you can do to improve your overall health
### 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
- www.choosemyplate.gov

### Literacy Connections

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### Cross Curricular Connections

- Science: Biology/Nutrition
- Physical Education
### Health Maintenance and Enhancement

**Big Idea**

**Personal and Family Health**

<table>
<thead>
<tr>
<th>Concept</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Understands what it means to be fit, participates regularly in physical activities, and recognizes the physical signs associated with movement</td>
<td>3. • Distinguish individual strengths and weaknesses in health-related fitness</td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 3.2, 3.3
- Knowledge: (H/PE) 4
- HEGLE: HME.1.D
- NETS: N/A
- DOK: 2

**Instructional Strategies**
- Group discussion

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

**Sample Assessment Questions**
- Name some of your strengths and weaknesses in your fitness plan

**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

- Physical Education
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<tbody>
<tr>
<td>Big Idea</td>
<td>Nutrition</td>
</tr>
<tr>
<td>Concept</td>
<td>Learning Targets</td>
</tr>
<tr>
<td>J. Discusses various concepts and importance of personal health and nutrition</td>
<td>1. Identify sources and functions of specific vitamins and minerals that are critical for youth (e.g., calcium, folate, vitamins A,C and D)</td>
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</tbody>
</table>

**Alignments:**
- Performance: 1.4
- Knowledge: (H/PE) 2
- HEGLE: HME.2.A
- NETS: N/A
- DOK: 1

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

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

**Sample Assessment Questions**
- Name two foods that are a good source of calcium?
- How can a person increase their intake of vitamin C?
### 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

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### Cross Curricular Connections

- Science: Biology/Nutrition
- ELA: Reading/Nonfiction
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**Concept**

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

**Learning Targets**

2.
- Use the chooemyplate.gov website to construct a balanced menu
- Describe and assess the relationship of family preferences and culture to food choices

**Alignments:**

- Performance: 3.2
- Knowledge: (H/PE) 2
- HEGLE: HME.2.B
- NETS: N/A
- DOK: 2

**Instructional Strategies**

- Group discussion
- Visuals
- Worksheets

**Assessments/Evaluations**

- Worksheets
- Exit slips

**Sample Assessment Questions**

- How many servings of fruits and vegetables should you have each day?
# Health
## 5th Grade

## 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)
- [www.choosemyplate.gov](http://www.choosemyplate.gov)

## Literacy Connections

## Cross Curricular Connections
- Science: Biology/Nutrition
- ELA: Reading/Nonfiction
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</table>

### Concept
L. Discusses various concepts and importance of personal health and nutrition

### Learning Targets
3. • Examine food labels to determine calories and nutrients in a product (e.g., compare nutritional value and ingredients of two product labels)

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

### Instructional Strategies
- Group discussion
- Visuals
- Worksheets
- Food label scavenger hunt

### Assessments/Evaluations
- Worksheets

### Sample Assessment Questions
- Where can you find the amount of iron in a product on a food label?
### 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
- www.choosemyplate.gov

### Literacy Connections

### Cross Curricular Connections

- Science: Biology/Nutrition
- ELA: Reading/Nonfiction
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**Concept**

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

<table>
<thead>
<tr>
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</table>

4.
- Summarize the relationship between food intake and physical activity

**Alignments:**

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

**Instructional Strategies**

- Group discussion

**Assessments/Evaluations**

- Questioning

**Sample Assessment Questions**

- Name foods that will increase your energy level

**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  
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<td>Big Idea</td>
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</tbody>
</table>

### Concept

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

### Learning Targets

1.  
   - Determine cause and effect relationships between non-communicable diseases (e.g., Type I diabetes vs. Type II diabetes) and lifestyle behaviors

### Alignments:

- Performance: 4.7
- Knowledge: (H/PE) 3
- HEGLE: RAR.1.A
- NETS: N/A
- DOK: 2

### Instructional Strategies

- Group discussion

### Assessments/Evaluations

- Questioning

### Sample Assessment Questions

- How does a person have to alter their diet when they have Type II diabetes?

### 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
Health 5th Grade

Literacy Connections

- 

Cross Curricular Connections

- Science: Biology
<table>
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<tr>
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<tbody>
<tr>
<td>O. Discusses how various body fluids can spread illness and how to protect oneself from those</td>
<td>4. List behaviors that could enhance HIV transmission (e.g., tattoo, piercing, sex, syringe use, pregnancy) and strategies to prevent infection</td>
</tr>
</tbody>
</table>

* 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

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<tr>
<td>• Exit slips</td>
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<td>• Questioning</td>
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<table>
<thead>
<tr>
<th>Sample Assessment Questions</th>
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<tr>
<td>• What are choices you can make that would cause you to become HIV positive?</td>
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<tr>
<th>Instructional Resources/Tools</th>
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<tr>
<td>• Video (district library)</td>
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## Literacy Connections

- *Be a Friend: Children Who Live with HIV* by Lori S. Wiener

## Cross Curricular Connections

- Science: Biology