### Concept

A. Understands what it means to be fit and participates regularly in physical activities

### Learning Targets

1. Tell what it means to be fit
2. Participate regularly in activities that promote health-related fitness:
   - cardio
   - flexibility
   - muscular strength
   - muscular endurance
   - body composition

### Alignments:

- Performance: 4.7
- Knowledge: (H/PE) 4
- PEGLE: PALW.1.A
- NETS: 4a,b
- DOK: 1

### Instructional Strategies

- Games which promote movement such as:
  - tag
  - relays
- Discussion
- Handouts
- Worksheets
- Circuit training
- Small group discussions
- 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.
- Checklist
- Scoring guides
- Exit slips

Sample Assessment Questions

- How can I tell that you have been exercising?

Instructional Resources/Tools

- Dynamic Physical Education – Dauer
- North Kansas City
- Curriculum guide
- P.E. Central.com
- Physical Education for Children – Thomas
- Crossfitkids.com
- MrGym.com
- PEUniverse.com
- Physical Essentials – Mehrhof Ermler

Literacy Connections

- *Muscles* by Justing McCory Martin
- *The Busy Life of Ernestine Buckmeister* by Linda Ravin Lodding
- *Wallie Exercises* by Pete Proctor
Cross Curricular Connections

- Communication Arts:
  - Sight Word Jumping Jacks
  - Sight Word Tag
- Math:
  - Skip counting
  - Counting backwards and counting forwards from numbers other than 1
**Strand** | **Physical Activity and Lifetime Wellness**
---|---
**Big Idea** | **Personal Fitness and Healthy Active Living**

<table>
<thead>
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<th>Concept</th>
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</thead>
<tbody>
<tr>
<td>B. Identifies major body parts and their importance, as well as the five senses</td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>• Identify major body parts (e.g., head, neck, arm, shoulders, elbow, legs, knee, hip, feet, back, fingers, toes)</td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 2.2, 2.4
- Knowledge: (H/PE) 1
- PEGLE: PALW.1.D
- NETS: 4c,d
- DOK: 1

**Instructional Strategies**

- Body identification:
  - songs
  - activities
- Small group discussions
- Goal setting
- Guided and independent practice, such as:
  - body part tag
  - bone of the week

**Assessments/Evaluations**

- Ask students to identify major body parts
- Checklist
- Scoring guides
- Exit slips

**Sample Assessment Questions**

- Can you point to your elbow?
## Instructional Resources/Tools

- Dynamic Physical Education – Dauer
- North Kansas City
- Curriculum guide
- P.E. Central.com
- Department library
- Physical Education for Children – Thomas
- Crossfitkids.com
- MrGym.com
- PEUniverse.com
- Physical Essentials – Mehrhof Ermle
- Skeletal Model

## Literacy Connections

- *Stretch* by Doreen Cronin
- *Sesame Street: Shake a Leg*

## Cross Curricular Connections

- Math: Counting backwards and counting forwards from numbers other than 1
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<tr>
<td>C. Personal/social responsibilities</td>
<td>1. Demonstrate the ability to share, be cooperative and safe with others</td>
</tr>
<tr>
<td></td>
<td>• Use equipment and space safely and properly</td>
</tr>
<tr>
<td></td>
<td>• Follow directions for all class activities</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate the ability to share and be cooperative and safe with others</td>
</tr>
</tbody>
</table>

**Alignments:**
Performance: 4.3, 4.4, 4.6, 4.7  
Knowledge: (H/PE) 2  
PEGLE: PALW.2.A  
NETS: 4c  
DOK: 1

**Instructional Strategies**
- Classroom rules
- Discussion
- Cooperative:  
  - games
  - activities
- Small group discussions
- Goal setting
- Guided & independent practice (i.e., compliment tag)
### Assessments/Evaluations

- Teacher observation of:
  - safe and proper use of equipment and space
  - student following directions
  - student:
    - sharing
    - working cooperatively
    - being safe
- Checklist
- Scoring guides
- Exit slips

### Sample Assessment Questions

- What does it look and sound like to be respectful to others?

### Instructional Resources/Tools

- Dynamic Physical Education – Dauer
- North Kansas City
- Curriculum guide
- P.E. Central.com
- Department library
- Physical Education for Children – Thomas
- Crossfitkids.com
- MrGym.com
- PEUniverse.com
- Physical Essentials – Mehrhof Ermler

### Literacy Connections

- *Mean Jean Recess Queen* by Alexis O’Neill
Cross Curricular Connections

- Character Education
- Health
<table>
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<th>Physical Activity and Lifetime Wellness</th>
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<td>Injury Prevention, Treatment and Rehabilitation</td>
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<td><strong>Big Idea</strong></td>
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<tr>
<td><strong>Concept</strong></td>
<td></td>
</tr>
<tr>
<td>D. Demonstrates safe use of general and personal space during all movement activities</td>
<td><strong>Learning Targets</strong></td>
</tr>
<tr>
<td><strong>Alignments:</strong></td>
<td>1. Demonstrate safe use of general and personal space</td>
</tr>
<tr>
<td>Performance: 3.6, 3.7</td>
<td>• Participate in warm-up activities to prevent injuries</td>
</tr>
<tr>
<td>Knowledge: (H/PE) 4</td>
<td></td>
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<tr>
<td>PEGLE: PALW.3.A</td>
<td></td>
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<tr>
<td>NETS: 3c</td>
<td></td>
</tr>
<tr>
<td>DOK: 1</td>
<td></td>
</tr>
</tbody>
</table>

**Instructional Strategies**

- Games
- Activities (e.g., Space City)
- Motor skills
- Five minute warm-ups
- Plus small group discussions
- Goal setting
- Guided and independent practice (i.e., hula hoop cars)
- Instant activities

**Assessments/Evaluations**

- Teacher observation of student for:
  - safe and proper use of equipment and space
  - activity during low intensity activity
- Checklist
- Scoring guides
- Exit slips
### Sample Assessment Questions

- Why is it important to warm up before physical activity?

### Instructional Resources/Tools

- Dynamics
- Physical Education for Children – Thomas
- Crossfitkids.com
- MrGym.com
- PEUniverse.com
- Physical Essentials – Mehrhof Ermler

### Literacy Connections

- *My Amazing Body; A First Look at Health and Fitness*” by P. Thomas

### Cross Curricular Connections

-
### PE
Kindergarten

<table>
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<tr>
<th>Strand</th>
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<tbody>
<tr>
<td>Big Idea</td>
<td>Fundamental Movement Skills and Games</td>
</tr>
</tbody>
</table>

#### Concept

E. Demonstrates the correct form when performing locomotor, non-locomotor, manipulative skills, as well as balance activities

#### Learning Targets

1. 
   - Demonstrate the correct form of at least three locomotor skills (e.g., walk, run, jump, hop, gallop)
   - Demonstrate selected non-locomotor skills (e.g., push, pull, bend, twist, stretch, turn)
   - Demonstrate introductory individual stunts (e.g., crab walk, bear walk, inch worm)
   - Demonstrate ways to balance on different body parts at different levels

#### Alignments:
Performance: 2.5  
Knowledge: (H/PE) 4  
MUGLE: EHMP.1.A-D  
NETS: 5b  
DOK: 1

#### Instructional Strategies

- Activities and games which require a variety of locomotor and non-locomotor challenges
- Small group discussions
- Goal setting
- Guided and independent practice (i.e., locomotor tag, Oscars trash can, relay races)
Assessments/Evaluations

- Teacher observation of locomotor skills for correct form:
  - walk
  - run
  - leap
  - jump
  - hop
  - slide
  - gallop
  - skip

- Teacher observation of non-locomotor skills such as:
  - punch
  - pull
  - bend
  - twist
  - stretch
  - turn

- Teacher observation of manipulative skills in a stationary position such as:
  - rolling
  - throwing
  - catching
  - kicking

- Teacher observation of student:
  - for static and dynamic balance activities such as:
    - stork stand
    - lame dog
  - individual stunts such as:
    - crab walk
    - bear walk
    - inch worm
  - balancing on different body parts at different levels

- Checklist
<table>
<thead>
<tr>
<th>Scoring guides</th>
<th>Exit slips</th>
<th>Self-assessment</th>
</tr>
</thead>
</table>

**Sample Assessment Questions**

- How many feet do you use for:
  - jumping?
  - hopping?
- What is the difference between pulling and pushing?
- Can you throw and catch with one hand only?
- Can you demonstrate a crab walk?

**Instructional Resources/Tools**

- Dynamic Physical Education – Dauer
- North Kansas City
- Curriculum guide
- P.E. Central.com
- Department library
- Physical Education for Children – Thomas
- Crossfitkids.com
- MrGym.com
- PEUniverse.com
- Physical Essentials – Mehrhof Ermler

**Literacy Connections**

- *Sesame Street: Shake a Leg!*
- *My Daddy is a Pretzel* by Jenny Sugar
- *Alligators All Around* by Maurice Sendak
- *Run and Hike, Play and Bike: What Is Physical Activity?* by Brian P. C

**Cross Curricular Connections**

- Music
- Science
- ELA: Communication
<table>
<thead>
<tr>
<th>Concept</th>
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<tbody>
<tr>
<td>F.</td>
<td>2.</td>
</tr>
<tr>
<td>• Identifies major body parts and their importance, as well as the five senses</td>
<td>• Identify relationship with body parts (e.g., left hand to left shoulder, right elbow to left knee)</td>
</tr>
<tr>
<td>• Demonstrates the ability to move and explore general and personal space using various patterns, speeds, levels, and directions on a signal</td>
<td>• Demonstrate the difference between slow and fast movement when performing locomotor movements</td>
</tr>
<tr>
<td></td>
<td>• Recognize the difference between general and personal space</td>
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<tr>
<td></td>
<td>• Demonstrate the ability to stop and start on a signal</td>
</tr>
<tr>
<td></td>
<td>• Explore a variety of pathway formations using a variety of locomotor movements:</td>
</tr>
<tr>
<td></td>
<td>• zigzag</td>
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<tr>
<td></td>
<td>• circular</td>
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<tr>
<td></td>
<td>• straight</td>
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<tr>
<td></td>
<td>• Show forward and sideways movement while changing directions quickly in response to a signal</td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 2.5
- Knowledge: (H/PE) 1,4
- MUGLE: EHMP.1.E
- NETS: 3c
- DOK: 1
### Instructional Strategies

- Activities and games which require a variety of locomotor and non-locomotor challenges
- Small group discussions
- Goal setting
- Guided and independent practice (i.e., toe touches, knee slaps)

### Assessments/Evaluations

- Teacher observation of student:
  - starting and stopping on signal
  - moving in a variety of pathways using a variety of locomotor skills, such as:
    - zigzag
    - circular
    - straight
  - moving forward and sideways, changing directions quickly as they respond to a signal
- Checklist
- Scoring guides
- Exit slips

### Sample Assessment Questions

- Which foot do you step with when throwing with the right hand?
- Can you tell me the difference between general and personal space?
## Instructional Resources/Tools

- Dynamic Physical Education – Dauer
- North Kansas City
- Curriculum guide
- P.E. Central.com
- Department library
- Physical Education for Children – Thomas
- Crossfitkids.com
- MrGym.com
- PEUniverse.com
- Physical Essentials – Mehrhof Ermler

## Literacy Connections

- *The Marshmallow Incident* by Judi Barrett

## Cross Curricular Connections

- Music
- Science
<table>
<thead>
<tr>
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| G. Understands basic rules and strategies of activities while participating in a variety of low organized games | 3.  
• Demonstrate cooperation with partners and small groups to accomplish a game objective  
• Demonstrate chasing, fleeing, dodging  
• Participate in a variety of low organized games |

**Alignments:**  
Performance: 4.6  
Knowledge: (H/PE) 4  
MUGLE: EHMP.1.F  
NETS: N/A  
DOK: 1  

**Instructional Strategies**  
• Small group discussions  
• Guided and independent practice  
• Low organized tag games  

**Assessments/Evaluations**  
• Teacher observation of student participation  
• Checklist  
• Scoring guides  
• Exit slips  

**Sample Assessment Questions**  
• What direction should you be looking when fleeing from the tagger?
### Instructional Resources/Tools

- Dynamic Physical Education – Dauer
- North Kansas City
- Curriculum guide
- P.E. Central.com
- Department library
- Physical Education for Children – Thomas
- Crossfitkids.com
- MrGym.com
- PEUniverse.com
- Physical Essentials – Mehrhof Ermler

### Literacy Connections

- *Clifford’s Manners* by Norman Bridwell
- *Let’s Play Tag* by Sarah Hughes

### Cross Curricular Connections

- Social Studies
PE  
Kindergarten

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<td>Rhythms and Dance</td>
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**Concept**

H. Demonstrates the concept of beat/rhythm, as well as creative/interpretive movement, through music and verbal cues

**Learning Targets**

1. • Demonstrate the concept of beat/rhythm pattern as it applies to music and movement (e.g., clap, drum)
   
   • Demonstrate simple movements to music (e.g., march to beat)

**Alignments:**

Performance: 1.6, 2.5  
Knowledge: (FA) 2,4  (H/PE) 4  
MUGLE: EHMP.3.A  
NETS: N/A  
DOK: 1

**Instructional Strategies**

• Simple activities such as:
  
  • dance
  
  • rhythmic activities

• Small group discussions

• Guided and independent practice (i.e., Tony Chestnut)

**Assessments/Evaluations**

• Teacher observation and questioning  

• Checklist  

• Scoring guides  

• Exit slips

**Sample Assessment Questions**

• When you move with rhythm, what are you moving to?
### Instructional Resources/Tools

- Recorded music and rhythm instruments
- Dynamic Physical Education - Dauer
- North Kansas City
- Curriculum guide
- P.E. Central.com
- Department library
- Physical Education for Children – Thomas
- Crossfitkids.com
- MrGym.com
- PEUniverse.com
- Recorded Music and Rhythm Instruments
- Physical Essentials – Mehrhof Ermler
- YouTube

### Literacy Connections

- *Giraffes Can’t Dance* by Giles Andreae

### Cross Curricular Connections

- Music – Musicals
<table>
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<tr>
<th>Strand</th>
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<tbody>
<tr>
<td>Big Idea</td>
<td>Rhythms and Dance</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
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<th>Learning Targets</th>
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</thead>
<tbody>
<tr>
<td>I. Demonstrates the ability to use the body as a means of expression</td>
<td>2. Demonstrate the ability to use your body as a means of expression (e.g., snowman melting)</td>
</tr>
</tbody>
</table>

| Alignments: |
| Performance: 1.6, 2.5 |
| Knowledge: (FA) 1,2  (H/PE) 4 |
| MUGLE: EHMP.3.B |
| NETS: N/A |
| DOK: 1 |

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<td>• Simple activities such as:</td>
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<tr>
<td>• rhythmic activities</td>
</tr>
<tr>
<td>• Small group discussions</td>
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<tr>
<td>• Guided and independent practice (i.e., animal movements)</td>
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<table>
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<tbody>
<tr>
<td>• Teacher observation</td>
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<td>• Checklist</td>
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<td>• Scoring guides</td>
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<td>• Exit slips</td>
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<tbody>
<tr>
<td>• Can you use your body to look like a melting snowman?</td>
</tr>
</tbody>
</table>
### Instructional Resources/Tools

- Recorded music and rhythm instruments
- Dynamic Physical Education - Dauer
- North Kansas City
- Curriculum guide
- P.E. Central.com
- Department library
- Physical Education for Children – Thomas
- Crossfitkids.com
- MrGym.com
- PEUniverse.com
- Recorded Music and Rhythm Instruments
- Physical Essentials – Mehrhof Ermler

### Literacy Connections

- *Giraffes Can’t Dance* by Giles Andreae

### Cross Curricular Connections

- Art
- Music