<table>
<thead>
<tr>
<th>Concept</th>
<th>Learning Targets</th>
</tr>
</thead>
</table>
| A. Understands what it means to be fit, participates regularly in physical activities, and recognizes the physical signs associated with movement | 1. Name three ways to stay fit   
| | • Participate regularly in health-related fitness activities:   
| | • cardiovascular   
| | • flexibility   
| | • muscular strength   
| | • muscular endurance   
| | • body composition   
| | • Name three things you do to stay physically active   
| | • Identify a variety of physical activities that promote wellness (e.g., walking, jogging)   
| | • Recognize signs associated with physical activity (e.g., fast heart rate, heavy breathing, perspiration) |

**Alignments:**  
Performance: 4.7  
Knowledge: (H/PE) 2,4  
PEGLE: PALW.1.A-C  
NETS: 4a-c  
DOK: 1
PE
1st Grade

**Instructional Strategies**

- Games which promote movement such as:
  - tag
  - relays
- Fitness:
  - stations
  - games
  - activities
- Class discussion
- Circuit training
- Small group discussions
- Goal setting
- Guided and independent practice (i.e., pulse checks)
- Provide information to develop a knowledge base of an active lifestyle
- Before/after school programs

**Assessments/Evaluations**

- Teacher observation of student movement activities to ensure inclusion of:
  - endurance
  - muscular strength
  - flexibility
- Teacher observation of student self-monitoring for signs of moderate-to-vigorous participation such as:
  - fast heart rate
  - heavy breathing
  - perspiration
- Converse with student to ensure that he/she uses movement vocabulary, such as:
  - heart beating fast
  - running
  etc.
- Students list activities which he/she participates in outside of the school setting
- Checklist
- Scoring guides
- Exit slips
### Sample Assessment Questions

- What are different ways to stay fit?
- What are things you do outside of the school setting to maintain your wellness?
- What are some ways I can tell you have been exercising?
- What are examples of a fit person?

### 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
- Jefferson City YMCA
- Jefferson City Parks & Recreation
- In-School programs

### Literacy Connections

- *My Amazing Body: A First look at Health and Fitness* by P. Thomas
- *The Busy Life of Ernestine Buckmeister* by Linda Ravin Lodding
- *Get Moving: Tips on Exercise* by K. Feeney
- *Me and My Amazing Body* by J. Sweeney
- *Stretch* by Doreen Cronin

### Cross Curricular Connections

- Communication Arts: Sight Word/Spelling Word Jumping Jacks
- Math: Counting by 2s, odd and even numbers
<table>
<thead>
<tr>
<th>Strand</th>
<th>Physical Activity and Lifetime Wellness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Personal Fitness and Healthy Active Living</td>
</tr>
</tbody>
</table>

**Concept**

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

**Learning Targets**

2. 
- Tell why muscles and bones are important to movement
  - Show on the body a few of the major bones:
    - patella
    - humerus
    - ribs
    - cranium
    - phalanges
    - femur
    - tibia
    - fibula
    - radius
    - ulna

**Alignments:**
- Performance: 1.6
- Knowledge: (H/PE) 1
- PEGLE: PALW.1.D
- NETS: 5b
- DOK: 1

**Instructional Strategies**

- Class discussion
- Games:
  - bone relay
  - patella tag
- Small group discussions
- Guided and independent practice, such as:
  - Bone of the Week
  - Body Part Tag
**Assessments/Evaluations**

- Ask student to explain why muscles and bones are important to movement
- Student will be able to identify a few of the major bones of the body
- Checklist
- Scoring guides
- Exit slips

**Sample Assessment Questions**

- What is the purpose of our bones?

**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 Ermier

**Literacy Connections**

- *Me and My Amazing Body* by J. Sweeney
- *Stretch* by Doreen Cronin

**Cross Curricular Connections**

- Math: Counting by 2s, odd and even numbers
<table>
<thead>
<tr>
<th>Concept</th>
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</tr>
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<tbody>
<tr>
<td>C. Demonstrates safe use of general and personal space during all movement activities</td>
<td>1. Tell the difference between general space awareness and personal space awareness</td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 1.6, 2.2
- Knowledge: (H/PE) 4
- PEGLE: PALW.3.A
- NETS: 3c
- DOK: 1

**Instructional Strategies**
- Class discussion and activities that require movement in general space and personal space
- Small group discussions
- Guided and independent practice (i.e., hula hoop cars)

**Assessments/Evaluations**
- Ask student to differentiate between general space and personal space
- Checklist
- Scoring guides
- Exit slips

**Sample Assessment Questions**
- Can you tell me what space you are in?
### 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

- *Eliot’s Emergency* by A. Beck
- *Staying Healthy: Personal Safety* by A. McGinty

### Cross Curricular Connections

- Math: Spatial awareness
<table>
<thead>
<tr>
<th>Concept</th>
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</tr>
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<tbody>
<tr>
<td>D. Demonstrates the correct form when performing locomotor, non-locomotor, manipulative skills, as well as balance activities</td>
<td>1. Demonstrate all locomotor skills (walk, run, leap, jump, hop, slide, gallop, skip)</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate non-locomotor skills in a variety of activities</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate a variety of manipulative skills while stationary and moving</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate fine motor skills while manipulating small objects (e.g., juggling scarves, small bean bags, cup stacking)</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate static and dynamic balance activities (e.g., stork stand, lame dog)</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate introductory stunts and tumbling skills (e.g., log, forward, egg rolls)</td>
</tr>
<tr>
<td></td>
<td>• Games and activities that require:</td>
</tr>
<tr>
<td></td>
<td>• static and dynamic balance</td>
</tr>
<tr>
<td></td>
<td>• introductory stunts and tumbling</td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 1.6, 3.6, 4.6
- Knowledge: (H/PE) 4
- MUGLE: EHMP.1.A-D
- NETS: 3c
- DOK: 1
### Instructional Strategies

- Games and activities that require:
  - all locomotor skills (i.e., skipping only during a tag game)
  - activities that require non-locomotor skills
  - activities that require manipulatives
  - static and dynamic balance
  - introductory stunts and tumbling
- Small group discussions
- Guided and independent practice, such as:
  - pushing and pulling of objects
  - balancing
  - dribbling
  - obstacle courses
  - tumbling stations
- Checklist

### Assessments/Evaluations

- Student demonstrates proper technique of locomotor skills
- Teacher observation of students demonstrating:
  - proper technique of all non-locomotor skills
  - a variety of manipulative skills while moving and stationary
  - fine motor skills while manipulating small objects
  - static and dynamic balance activities
  - introductory stunts and tumbling skills such as:
    - log rolls
    - forward rolls
    - sideward rolls
- Games and activities that require manipulatives
- Guided and independent practice, such as:
  - obstacle courses
  - tumbling stations
- Small group discussions
### Sample Assessment Questions

- What is the difference between galloping and skipping?
- Can you touch your toes?
- Can you perform the movement with your non-dominant hand?
- Describe the proper technique for a forward roll

### 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

- *Kids Running: Have Fun, Get Faster, Run Farther* by Carol Goodron
- *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. Cleary

### Cross Curricular Connections

- Music
- Science: Physics
### Concept

E. Demonstrates the ability move and explore general and personal space using various patterns, speeds, levels, and directions on a signal

### Learning Targets

2.  
   - Demonstrate a variety of pathways, speeds, directions and levels using locomotor movements
   - Identify and demonstrate a variety of relationships (over, under, through) with objects (e.g., wands, hula hoops)

### Alignments:

- Performance: 3.6
- Knowledge: (H/PE) 1,4
- MUGLE: EHMP.1.E
- NETS: 3c
- DOK: 1

### Instructional Strategies

- Games and activities that:
  - require a variety of pathways and locomotor movements
  - using a variety of relationships:
    - over
    - under
    - through
    with objects:
    - wands
    - hula hoops
- Small group discussions
- Guided and independent practice, such as:
  - climbing wall paths
  - Pac-Man tag
### Assessments/Evaluations
- Teacher observation and questioning
- Checklist
- Scoring guides
- Exit slips

### Sample Assessment Questions
- Can you show me a curved pathway from this wall to the stage?
- Can you go through the hula-hoop and over the hurdle?

### 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
- Science:  Physics
<table>
<thead>
<tr>
<th>Strand</th>
<th>Efficiency of Human Movement and Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Fundamental Movement Skills and Games</td>
</tr>
</tbody>
</table>

**Concept**

F. Understands basic rules and strategies of activities while participating in a variety of low organized games

**Learning Targets**

3. • Demonstrate motor skills and knowledge of rules while participating in low organized games
• Demonstrate cooperative skills, with partners and small groups, to accomplish the object of a game
• Identify appropriate cooperative, social, and teamwork skills while participating in game situations

**Alignments:**
- Performance: 2.5
- Knowledge: (H/PE) 4
- MUGLE: EHMP.1.F
- NETS: N/A
- DOK: 1

**Instructional Strategies**

- Cooperative games and activities
- Group discussions
- Guided and independent practice, such as:
  - line soccer
  - other modified team sports

**Assessments/Evaluations**

- Teacher observation and questioning
- Exit slips
- Scoring guides
- Checklist
### Sample Assessment Questions

- What are some strategies you could use during game play?

### 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

### Cross Curricular Connections

- Social Studies: Cooperative skills
- Science: Physics
<table>
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<tbody>
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<td>Big Idea</td>
<td>Rhythms and Dance</td>
</tr>
<tr>
<td><strong>Concept</strong></td>
<td></td>
</tr>
<tr>
<td>G. Demonstrates the concept of beat/rhythm, as well as creative/interpretive movement, through music and verbal cues</td>
<td><strong>Learning Targets</strong></td>
</tr>
<tr>
<td>1.</td>
<td>• Demonstrate basic cues to music (e.g., hokey pokey)</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate a simple dance step in keeping with a dance tempo</td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 1.6
- 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
- Plus guided and independent practice (i.e., dance videos)

**Assessments/Evaluations**
- Teacher observation and questioning

**Sample Assessment Questions**
- Demonstrate the Hokey Pokey
<table>
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<tbody>
<tr>
<td>• Dancing by Susan Canizares</td>
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<tr>
<th>Cross Curricular Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Music</td>
</tr>
<tr>
<td>• Dance</td>
</tr>
</tbody>
</table>
### Efficiency of Human Movement and Performance
#### Rhythms and Dance

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<thead>
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<th>Learning Targets</th>
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</thead>
<tbody>
<tr>
<td>H. Demonstrates the concept of beat/rhythm, as well as creative/interpretive movement, through music and verbal cues</td>
<td>2. Create/interpret movements to a variety of music (e.g., locomotor/ non-locomotor skills to beat/rhythm pattern)</td>
</tr>
</tbody>
</table>

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

### Instructional Strategies
- Simple activities, such as:
  - dance
  - rhythmic activities
  - Guided and independent practice

### Assessments/Evaluations
- Teacher observation and questioning
- Participation scoring guide

### Sample Assessment Questions
- Can you demonstrate how to skip to the following beat?
### 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

- *Dancing* by Susan Canizares

### Cross Curricular Connections

- Music
- Dance
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<tr>
<td><strong>Concept</strong></td>
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</tr>
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<td>I. Demonstrates the concept of beat/rhythm, as well as creative/interpretive movement, through music and verbal cues</td>
<td><strong>Learning Targets</strong></td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate rhythmic activities (e.g., Lummi sticks, jump rope, parachute)</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate a simple dance</td>
</tr>
</tbody>
</table>

**Alignments:**
Performance: 1.6
Knowledge: (FA) 1,2 (H/PE) 4
MUGLE: EHMP.3.C,D
NETS: 3c
DOK: 1

**Instructional Strategies**

• Guided and independent practice, such as:
  • dance
  • rhythmic activities
  • Ach Ja

**Assessments/Evaluations**

• Teacher observation and questioning

**Sample Assessment Questions**

• Can we use the parachute and move it to the beat of the music?
• Can you demonstrate the Ach Ja?
### 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
- YouTube

### Literacy Connections

- *Jump Rope Magic* by Afi Scruggs
- *Let’s Jump Rope* by S. Hughes
- *To Root, to Toot, to Parachute* by Brian P. Cleary
- *Giraffe’s Can’t Dance* by Giles Andreae

### Cross Curricular Connections

- Music
- Dance
<table>
<thead>
<tr>
<th>Concept</th>
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</thead>
<tbody>
<tr>
<td>J. Social/cultural aspects of dance</td>
<td>4. Demonstrate appropriate social skills (e.g., responding to a partner in a positive manner)</td>
</tr>
</tbody>
</table>

**Alignment:**
- Performance: 1.10
- Knowledge: (H/PE) 5
- MUGLE: EHMP.3.E
- NETS: N/A
- DOK: 1

**Instructional Strategies**
- Simple activities, such as:
  - dance
  - rhythmic activities
  - Guided and independent practice

**Assessments/Evaluations**
- Teacher observation and questioning

**Sample Assessment Questions**
- How would you demonstrate good manners to your partner/classmates?
### 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

- *Bethany the Ballet Fairy* by Daisy Meadows

### Cross Curricular Connections

- Character Education
- ELA and Social Studies: Responding to others
- Dance