<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.  
  - Tell why it is important to be physically active every day  
  - Participate regularly in health-related fitness activities:  
    - cardiovascular  
    - flexibility  
    - muscular strength  
    - muscular endurance  
    - body composition  
  - Identify opportunities outside of school to participate regularly in physical activities (e.g., dance practice, jogging, kick, dribble, throw and catch)  
  - Describe the benefits of appropriate warm-up and cool-down activity |

**Alignments:**
- Performance: 1.10, 4.7  
- Knowledge: (H/PE) 2, 4  
- PEGLE: PALW.1.A-C  
- NETS: 3b; 4a,c  
- DOK: 1
### Instructional Strategies

- Games which promote movement such as:
  - tag
  - relays
- Provide information to develop a knowledge base of an active lifestyle
- Circuit training
- Group discussions
- Goal setting
- Guided and independent practices
- Videos

### Assessments/Evaluations

- Teacher observation and questioning
- Exit slips
- Checklist
- Scoring guides
- Student lists activities which he/she participates in outside of the school setting
- Teacher questioning

### Sample Assessment Questions

- What are some benefits of physical activity?
- What types of activities could you do on your own outside of school?
- What is an appropriate cool down activity?

### 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
**PE**
**2nd Grade**

- MrGym.com
- PEUniverse.com
- Physical Essentials – Mehrhof Ermier

### Literacy Connections

- *The Busy Life of Ernestine Buckmeister* by Linda Ravin Lodding
- *Stretch* by Doreen Cronin
- Book display

### Cross Curricular Connections

- **ELA:** Sight Word/Spelling Word Jumping Jacks, Toe Touches, etc.
- **Math:** Counting by 3s, and counting backwards by 2s both 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>

<table>
<thead>
<tr>
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</tr>
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<tbody>
<tr>
<td>B. Identifies the structure and function of the body systems</td>
<td>2. Identify the parts of the circulatory and respiratory systems of the body (circulatory – heart, blood, veins, arteries; respiratory - lungs, mouth, nose, bronchial tubes, trachea)</td>
</tr>
</tbody>
</table>

**Alignments:**
Performance: 4.7
Knowledge: (H/PE) 1
PEGLE: PALW.1.D
NETS: 3b
DOK: 1

**Instructional Strategies**
- Small group discussions
- Goal setting
- Guided and independent practice

**Assessments/Evaluations**
- Teacher observation and questioning
- Exit slips
- Checklist
- Scoring guides

**Sample Assessment Questions**
- What does your heart do?
- How is the blood transported throughout your body?
### Instructional Resources/Tools

- Physical Education for Children – Thomas
- CrossfitKids.com
- MrGym.com
- PEUniverse.com
- Physical Essentials – Mehrhof Ermler
- Charts and posters

### Literacy Connections

- Book display
- *Stretch* by Doreen Cronin
- *First Encyclopedia of the Human Body* by Fiona Chandler

### Cross Curricular Connections

- Math: Counting by 3s, and counting backwards by 2s both odd and even numbers
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>C. Personal/social responsibilities</td>
<td>1. Demonstrate independence and good use of time while participating in physical activity</td>
</tr>
<tr>
<td></td>
<td>• Show appropriate sportsmanship and sensitivity to diversity and gender issues</td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 4.6
- Knowledge: (H/PE) 2
- PEGLE: PALW.2.A
- NETS: N/A
- DOK: 1

**Instructional Strategies**
- Various games and activities
- Group discussions
- Guided and independent practice

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

**Sample Assessment Questions**
- Tell me what it means to show good sportsmanship
## 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

- *Game Changers* by Mike Lupica

## Cross Curricular Connections

- Social Studies:
  - Relating to others
  - Sportsmanship
### PE 2nd Grade

<table>
<thead>
<tr>
<th>Strand</th>
<th>Physical Activity and Lifetime Wellness</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Big Idea</strong></td>
<td>Injury Prevention, Treatment and Rehabilitation</td>
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</table>

<table>
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<tr>
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<tbody>
<tr>
<td>D. Prevention</td>
<td>1. Perform efficient movement in activities to prevent injuries</td>
</tr>
</tbody>
</table>

#### Alignments:
- **Performance**: 4.7
- **Knowledge**: (H/PE) 4
- **PEGLE**: PALW.3.A
- **NETS**: N/A
- **DOK**: 1

#### Instructional Strategies
- Various games and activities
- Group discussions
- Guided and independent practice (i.e., Locomotor tag)

#### Assessments/Evaluations
- Teacher observation and questioning
- Exit slips

#### Sample Assessment Questions
- Can you tell me the best thing you can do when running to prevent injury?

#### 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
<table>
<thead>
<tr>
<th>2nd Grade PE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Board Approved 7-15-13</strong></td>
</tr>
</tbody>
</table>

- MrGym.com
- PEUniverse.com
- Physical Essentials – Mehrhof Ermler

<table>
<thead>
<tr>
<th>Literacy Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Pains and Strains</em> by Dr. Alvin Silverstein</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cross Curricular Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
</tr>
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Revised 2014
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<tr>
<td>Big Idea</td>
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</table>

**Concept**

| E. Treatment |

**Learning Targets**

<table>
<thead>
<tr>
<th>2.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Recognize the symptoms of breathing emergency (e.g., asthma, choking) and seek appropriate assistance</td>
</tr>
</tbody>
</table>

**Alignments:**

<table>
<thead>
<tr>
<th>Performance: 4.7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge: (H/PE) 7</td>
</tr>
<tr>
<td>PEGLE: PALW.3.B</td>
</tr>
<tr>
<td>NETS: N/A</td>
</tr>
<tr>
<td>DOK: 1</td>
</tr>
</tbody>
</table>

**Instructional Strategies**

- Various activities and/or videos/media
- Group discussions guided practice

**Assessments/Evaluations**

- Teacher observation and questioning
- Exit slips

**Sample Assessment Questions**

- What is the sign of someone choking?

**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
| PE  
| 2nd Grade |

- MrGym.com
- PEUniverse.com
- Physical Essentials – Mehrhof Ermler
- Posters
- Videos

### Literacy Connections

- Book display
- Handouts
- *Asthma* by Sharon Gordon

### Cross Curricular Connections

- Science
<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. Demonstrates the correct technique when performing locomotor, non-locomotor, manipulative, and balance activities individually and non-individually

<table>
<thead>
<tr>
<th>Learning Targets</th>
</tr>
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<tbody>
<tr>
<td>1. Demonstrates locomotor skills in combinations</td>
</tr>
<tr>
<td>2. Demonstrates locomotor skills using patterns, levels, tempo, directions, and pathways</td>
</tr>
<tr>
<td>3. Demonstrates non-locomotor skills in a variety of activities using different levels and speeds individually and with a partner</td>
</tr>
<tr>
<td>4. Demonstrates individually and with a partner, manipulative skills in a stationary position and while moving (e.g., throwing, catching, kicking, striking, volleying, dribbling, cup stacking, etc.)</td>
</tr>
<tr>
<td>5. Distinguishes between static and dynamic balance (e.g., one leg balance, forward roll)</td>
</tr>
<tr>
<td>6. Demonstrates proper techniques for a variety of fundamental skills</td>
</tr>
<tr>
<td>7. Identifies and demonstrates symmetrical and nonsymmetrical shapes at different levels (e.g., body letters, rope spelling)</td>
</tr>
<tr>
<td>8. Applies relationship experiences with a person (e.g., crawl under partner’s bridge) or with objects</td>
</tr>
<tr>
<td>9. Demonstrates basic apparatus activities on a balance beam, vault, and climbing wall</td>
</tr>
</tbody>
</table>

Board Approved 7-15-13

Revised 2014
• Demonstrate motor skills and knowledge of rules while participating in low organized games

**Alignments:**
Performance: 1.6
Knowledge: (H/PE) 4
MUGLE: EHMP.1.A
NETS: N/A
DOK: 1

**Instructional Strategies**

• Games and activities involving locomotor skills using:
  - patterns
  - levels
  - tempo
  - direction
  - pathways

• Games and activities involving:
  - non-locomotor skills utilizing different levels and speed
  - static and dynamic balance stunts
  - Cooperative games (i.e., Tunnel Tag)
  - Group discussions
  - Goal setting
  - Guided and independent practice, such as:
    - relays using locomotor movements
    - obstacle courses
    - those that utilize non-locomotor movements such as tag and team building activities
    - cup stacking relays and competition
    - line soccer
    - t-ball
    - kickball
Assessments/Evaluations

- Teacher observation of student demonstrating locomotor skills:
  - in combinations
  - using:
    - patterns
    - levels
    - tempo
    - direction
    - pathways
  - performing symmetrical and nonsymmetrical shapes at different levels
  - using a variety of pathways using individual movement patterns
  - applying relationship experiences with a person or object
- Student will demonstrate static and dynamic balance, such as:
  - one leg balance
  - forward roll
- Checklists

Sample Assessment Questions

- Can you gallop sideways?
- Can you hop to the centerline then jump coming back?
- What are the steps to performing a forward roll?
- Can you and a partner make the shape of the letter “H”, “A”, “L”?
- Can you walk backwards down the balance beam?
- Can you tell me one rule in the game “Guard The Pin”?
## 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

- *Hop, Skip, Run* by Marcia Leonard
- *My Daddy Is a Pretzel* by Jenny Sugar
- *Gymnastics* by Christin Ditchfield

## Cross Curricular Connections

- Science
- Music
<table>
<thead>
<tr>
<th><strong>Strand</strong></th>
<th><strong>Efficiency of Human Movement and Performance</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Big Idea</strong></td>
<td><strong>Rhythms and Dance</strong></td>
</tr>
</tbody>
</table>

**Concept**

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

**Learning Targets**

1. Demonstrate movements to different rhythms
2. Demonstrate the ability to create rhythmic movement patterns (e.g., float high, stomp, turn, crawl slow)
3. Create personal rhythmic pattern with a manipulative (e.g., Lummi stick)
4. Demonstrate a simple dance with a partner
5. Identify historical origins of folk dances (e.g., Kinder polka – Germany)

**Alignments:**

Performance: 2.5
Knowledge: (FA) 1,2,4,5 (H/PE) 4
MUGLE: EHMP.3.A-E
NETS: N/A
DOK: 1

**Instructional Strategies**

- Group discussion
- Guided and independent practice
- Games and activities

**Assessments/Evaluations**

- Teacher observation and questioning
- Checklists
- Exit slips
## Sample Assessment Questions

- Can you gallop to the beat of the music?
- Demonstrate a rhythmic pattern with a Lummi Stick
- Tell me the steps of this dance
- What country does the dance “Ach Ja” come from?

## 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
- CDs
- MP3

## Literacy Connections

- *I See the Rhythm* by Toyomi Igus
- *Don’t Tap-Dance on Your Teacher* by Katherine A. Applegate
- *Beautiful Ballerina* by Marilyn Nelson
- *Rhythmic Patterns* by Joe Cusatis

## Cross Curricular Connections

- Music