<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.  
- Recognize the components of health-related fitness (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition) and interpret the results through the Fitness Gram  
- Identify skill related fitness components (e.g., agility, balance, coordination, reaction time, speed and power)  
- Identify benefits of regular participation in a variety of activities (e.g., stress management, weight control)  
- Describe how the body responds to moderately vigorous physical activities (e.g., heart has to beat faster to meet blood supply demands)  
- Recognize appropriate warm-up, cool-down and flexibility activities and the importance of each to injury prevention |

**Alignments:**

- Performance: 1.6, 4.7
- Knowledge: (H/PE) 2,4
- PEGLE: PALW.1.A-C; PALW.3.A
- NETS: 3c; 4b
- DOK: 1
### Instructional Strategies

- Practice the fitness test
- Circuit training
- Group discussions
- Goal setting
- Guided and independent practices (games and activities such as “Uninterrupted”)
- JCPS Fitness Test (Pre and post)
- Inbody 230 Body Evaluation

### Assessments/Evaluations

- Teacher observation
- Questioning
- Exit slips
- InBody body evaluation
- JCPS Fitness Test
- Presidential Fitness Challenge
- Fitnessgram

### Sample Assessment Questions

- What is the difference between muscular strength and muscular endurance?
- What is the difference of being physically active vs. sedentary?
- Why is your heart rate lower before playing a tag game than after?
- Demonstrate a proper stretch for your arms and or chest.

### Instructional Resources/Tools

- *Dynamic Physical Education for Elementary School Children* by V. Dauer and R. Pangrazi
- North Kansas City
- Curriculum guide
- PECentral.com
- Department library
- CrossFitKids.com
<table>
<thead>
<tr>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>• MrGym.com</td>
</tr>
<tr>
<td>• PEUniverse.com</td>
</tr>
<tr>
<td>• InBody 230 Machine</td>
</tr>
</tbody>
</table>

**Literacy Connections**

- *Physical Fitness* by Alvin Silverstein
- *Stress Can Really Get on Your Nerves* by Trevor Romain
- Book display
- *Exercise* by Sharon Gordon
- *The ABCs of Yoga for Kids* by Teresa Power

**Cross Curricular Connections**

- Science: Body systems
<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>
<tr>
<td><strong>Concept</strong></td>
<td></td>
</tr>
<tr>
<td>B. Identifies the structure and function of the body systems</td>
<td></td>
</tr>
<tr>
<td><strong>Learning Targets</strong></td>
<td></td>
</tr>
<tr>
<td>1. Show on the body a few of the major bones (e.g., patella, ribs, phalanges, femur)</td>
<td></td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 1.8
- Knowledge: (H/PE) 1
- PEGLE: PALW.1.D
- NETS: 3c
- DOK: 1

**Instructional Strategies**
- Group discussions
- Goal setting
- Guided and independent practices
- Games and activities (e.g., Body Part Tag, Bone of the Week, etc.)

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

**Sample Assessment Questions**
- Locate your humerus

**Instructional Resources/Tools**
- Crossfitkids.com
- MrGym.com
- PEUniverse.com
- Body System posters
<table>
<thead>
<tr>
<th>Literacy Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Book display</td>
</tr>
<tr>
<td>• <em>Bones</em> by Steve Jenkins</td>
</tr>
<tr>
<td>• <em>A Book About Your Skeleton</em> by Ruth Belov Gross</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cross Curricular Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Science: Body systems</td>
</tr>
<tr>
<td>Strand</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>Big Idea</td>
</tr>
</tbody>
</table>

**Concept**

C. Personal/social responsibilities

**Learning Targets**

1.  
   - Demonstrate respect for all students regardless of individual differences in skills and abilities
   - Apply self-control in physical activity settings and differentiate between appropriate and inappropriate behaviors (good sportsmanship, cooperation, diversity)

**Alignments:**

- Performance: 2.3
- Knowledge: (H/PE) 2
- PEGLE: PALW.2.A
- NETS: N/A
- DOK: 1

**Instructional Strategies**

- Group discussions
- Goal setting
- Guided and independent practices
- Games and activities (e.g., Manners Tag)

**Assessments/Evaluations**

- Teacher observation
- Questioning
- Exit slips
- Checklists

**Sample Assessment Questions**

- Describe the difference between being a good sport and a poor sport
### Instructional Resources/Tools

- *Dynamic Physical Education for Elementary School Children* by V. Dauer and R. Pangrazi
- North Kansas City
- Curriculum guide
- PECentral.com
- Department library
- Crossfitkids.com
- MrGym.com
- PEUniverse.com
- JCPS Counselors

### Literacy Connections

- Book display
- *And the Winner Is...* by LL Cool J

### Cross Curricular Connections

- Counseling
- Social Studies: Relating to others
<table>
<thead>
<tr>
<th>Strand</th>
<th>Physical Activity and Lifetime Wellness</th>
<th>Big Idea</th>
<th>Injury Prevention, Treatment and Rehabilitation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Concept</td>
<td>Learning Targets</td>
</tr>
<tr>
<td>D. Treatment</td>
<td></td>
<td></td>
<td>1. Recognize body signals that indicate injury and seek assistance</td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 4.7
- Knowledge: (H/PE) 7
- PEGLE: PALW.3.B
- NETS: N/A
- DOK: 1

**Instructional Strategies**
- Group discussions
- Goal setting
- Guided and independent practices
- Games and activities (e.g., Boo Boo Tag)

**Assessments/Evaluations**
- Teacher observation
- Questioning
- Exit slips
- Checklist

**Sample Assessment Questions**
- When is it appropriate to go to the nurse?
### Instructional Resources/Tools

- School nurse
- Crossfitkids.com
- MrGym.com
- PEUniverse.com
- School nurse

### Literacy Connections

- *The Kid’s Guide to First Aid: All about Bruises, Burns, Stings, Sprains, and Other Ouches* by Karen Buhler Gale

### Cross Curricular Connections

- Science: Body systems
<table>
<thead>
<tr>
<th>Concept</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>E. Demonstrates the correct technique when performing locomotor, non-locomotor, manipulative, and balance activities individually and non-individually</td>
<td>1. • Demonstrate critical elements for manipulative skills (e.g., step forward opposite foot, arm position, step and follow through) • Demonstrate combination of tumbling skills • Demonstrate basic inverted balances (e.g., tripod, headstand) • Demonstrate a combination of movement concepts while performing various skills (e.g., skipping while dribbling a ball in a curved pathway in general space, rope jumping, throwing a ball)</td>
</tr>
</tbody>
</table>

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

Instructional Strategies
• Group discussions
• Goal setting
• Guided and independent practices
• Games and activities (e.g., target throwing, Clean Your Yard, etc.)
### Assessments/Evaluations

- Teacher:
  - observation
  - questioning
  - Exit slips

### Sample Assessment Questions

- Do you step with the same or opposite foot when you throw a ball?
- Describe how to complete a proper forward roll.
- Why should you dribble with your head up during Dribble Tag?

### Instructional Resources/Tools

- *Dynamic Physical Education for Elementary School Children* by V. Dauer and R. Pangrazi
- North Kansas City Curriculum guide
- PECentral.com
- Department library
- Crossfitkids.com
- MrGym.com
- PEUniverse.com

### Literacy Connections

- *Baseball In Action* by Bobbie Kalman
- *Tumble Bunnies* by Kathryn Lasky
- *Ziggy’s Blue Ribbon Day* by Claudia Mills
- *We Are Girls Who Love to Run* by Brianna K. Grant

### Cross Curricular Connections

- Science: Physics
- Dribble Math
<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>
<tr>
<td>Concept</td>
<td></td>
</tr>
<tr>
<td>F. Understands basic rules and strategies of activities while participating in a variety of organized games</td>
<td>Learning Targets</td>
</tr>
<tr>
<td></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>• Apply fundamental and specialized skills in lead-up games</td>
</tr>
<tr>
<td></td>
<td>• Identify appropriate cooperative, social, and teamwork skills while participating in game situations</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate proper techniques for a variety of fundamental skills while practicing with a partner (e.g., realize there was too much force when a ball was overthrown)</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate a variety of sport specific lead-up games</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate basic apparatus activities (e.g., balance beam – a forward movement; – from a supine position students ascend to a stand and descend to a sit; – spring board – jump and land)</td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 2.3, 2.5, 3.6
- Knowledge: (H/PE) 2, 4
- MU GLE: EHMP.1.F; EHMP.2.A,B,D
- NETS: N/A
- DOK: 1

**Instructional Strategies**
- Group discussions
- Goal setting
- Guided and independent practices
- Games and activities (e.g., Line Soccer, Bird on a Wire, Knock Out, etc.)
### Assessments/Evaluations

- Teacher:
  - observation
  - questioning
- Exit slips
- Checklist

### Sample Assessment Questions

- What is the difference between offense and defense?
- What is the proper shooting technique?
- Describe the proper defensive stand.
- Should you land on 1 or 2 feet after jumping from the springboard?

### Instructional Resources/Tools

- *Dynamic Physical Education for Elementary School Children* by V. Dauer and R. Pangrazi
- North Kansas City Curriculum guide
- PECentral.com
- Department library
- Crossfitkids.com
- MrGym.com
- PEUniverse.com

### Literacy Connections

- Book display
- *The Hit-Away Kid* by Matt Christopher
Cross Curricular Connections

- Counseling
- Social Studies: Relating to others
- Science: Physics
- ELA: Communication skills
<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>
<tr>
<td><strong>Concept</strong></td>
<td><strong>Learning Targets</strong></td>
</tr>
<tr>
<td>G. Demonstrates the concept of beat/rhythm, as well as creative/interpretive movement, through music and verbal cues</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>• Define and differentiate between tempo and beat</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate ability to interpret and move to a variety of music (e.g., fluid and smooth movements, strong and intense movements)</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate rhythmic routines using fundamental movement skills and/or a manipulative (e.g., teacher-directed routine using streamers)</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate simple step patterns (e.g., step-together-step-touch), and scattered formations in dance</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate simple dance mixers (changing partner)</td>
</tr>
</tbody>
</table>

**Alignments:**

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

**Instructional Strategies**

- Group discussions
- Goal setting
- Guided and independent practices
- Games and activities (e.g., streamers)
### Assessments/Evaluations

- Teacher:
  - observation
  - questioning
- Exit slips
- Checklists

### Sample Assessment Questions

- What is the difference between tempo and beat?
- How can you change your movement to be smoother?
- How can you move your streamer at different levels to the beat?
- When you get off the pattern, what can you do to get back in step?

### Instructional Resources/Tools

- Variety of recorded music
- Crossfitkids.com
- MrGym.com
- PEUniverse.com
- PECentral.com
- YouTube Wii Dance
- Dance videos

### Literacy Connections

- *Dance River*
- *Dancing Drum* by Terri Cohlene
- *I See Rhythm* by Toyomi Igus
- *The Berenstain Bears Gotta Dance* by Jan and Stan Berenstain

### Cross Curricular Connections

- Music