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<th>Strand</th>
<th>Physical Activity and Lifetime Wellness</th>
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<tbody>
<tr>
<td>Big Idea</td>
<td>Personal Fitness and Healthy Active Living</td>
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### Concept

A. Understands what it means to be fit, participates regularly in physical activities, and recognizes the physical signs associated with movement

### Learning Targets

1. 
   - Recognize the components of skill related fitness (agility, balance, coordination, reaction time, speed, power)
   - Participate in health-related fitness assessments and interpret the results (e.g., Fitness gram)
   - Explain the effects of aerobic and anaerobic activity (e.g., aerobic – heavy breathing, anaerobic – muscle fatigue)

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

### Instructional Strategies

- Practice the fitness test
- Circuit training
- Group discussions
- Goal setting
- Guided and independent practice
- JCPS Fitness Test (Pre & Post)
- InBody 230 Body Evaluation

### Assessments/Evaluations

- Teacher observation
- Questioning
- Exit slips
### Sample Assessment Questions

- What is the difference between power and speed?

### Instructional Resources/Tools

- Jefferson City Public Schools elementary fitness test
- Appendix B
- Physical Education for Children – Thomas
- Crossfitkids.com
- MrGym.com
- PEUniverse.com
- InBody 230 Machine

### Literacy Connections

- *Physical Fitness* by Alvin Silverstein
- Book display
- *Exercise* by Sharon Gordon
- *Staying Healthy, Let’s Exercise* by Alice B. McGinty

### Cross Curricular Connections

- Science: Physics
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<td></td>
<td><strong>Concept</strong></td>
<td><strong>2.</strong></td>
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<tr>
<td></td>
<td>B. Discusses various concepts and importance of personal health</td>
<td>• Analyze food choices and the relationship between physical activity and food</td>
</tr>
<tr>
<td></td>
<td>and nutrition</td>
<td>intake</td>
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<tr>
<td></td>
<td></td>
<td>• Explain the relationship between stress and physical activity (e.g., deep</td>
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<td>breathing calms nervous feelings)</td>
</tr>
</tbody>
</table>

**Alignments:**
Performance: 1.6
Knowledge: (H/PE) 2
PEGLE: PALW.1.B
NETS: 4b
DOK: 1

**Instructional Strategies**

- Group discussions
- Goal setting
- Guided and independent practice
- Games and activities

**Assessments/Evaluations**

- Teacher observation
- Questioning
- Exit slips
- Checklists

**Sample Assessment Questions**

- What is the best food choice to give you quick energy?
### Instructional Resources/Tools

- JCPS Food Service
- University of Missouri Health Sciences
- Physical Education for Children – Thomas
- Crossfitkids.com
- MrGym.com
- PEUniverse.com

### Literacy Connections

- Book display
- *Stress Can Really Get on Your Nerves* by Trevor Romain

### Cross Curricular Connections

- Science: Body systems
<table>
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<tr>
<td>C. Identifies the structure and function of the body systems</td>
<td>3. • Identify the major function of these four body systems (circulatory – blood flow; respiratory – oxygen; muscular – strength and motor performance; skeletal – body support) • Label major muscles (e.g., abdominals, quadriceps, biceps) and bones (e.g., tibia, fibula, radius)</td>
</tr>
</tbody>
</table>

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

**Instructional Strategies**
- Group discussions
- Guided and independent practice
- Games and activities (i.e., Body Part Tag)
- Study guide on:
  - primary bones
  - major muscles

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

**Sample Assessment Questions**
- What is the function of the skeletal system?
### PE 5th Grade

#### Instructional Resources/Tools

- Physical Essentials
- Crossfitkids.com
- Physical Education for Children – Thomas
- MrGym.com
- Posters
- PEUniverse.com

#### Literacy Connections

- Book display
- *A Book About Your Skeleton* by Ruth Belov Gross
- *Muscles* by Seymour Simon

#### Cross Curricular Connections

- Science: Body systems
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<td>Responsible Personal and Social Behavior in the Physical Activity Setting</td>
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</table>

**Concept**

D. Personal/social responsibilities

**Learning Targets**

1. Apply self-control in physical activity settings and differentiate between appropriate and inappropriate behaviors (e.g., 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 practice
- Games and activities (i.e., Role Playing)

**Assessments/Evaluations**

- Teacher observation
- Questioning
- Exit slips
- Checklists

**Sample Assessment Questions**

- Give me two examples of a way a person shows good sportsmanship

**Instructional Resources/Tools**

- JCPS Counselors
- PE Central
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<th>Literacy Connections</th>
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<tbody>
<tr>
<td>• Book display</td>
</tr>
<tr>
<td>• <em>Long Shot</em> by Mike Lupica</td>
</tr>
<tr>
<td>• <em>Safe At Home</em> by Mike Lupica</td>
</tr>
<tr>
<td>• <em>And the Winner is...</em> by LL Cool J</td>
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<td>• Social Studies: Relating to others</td>
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<td>• Counseling</td>
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<td>Big Idea</td>
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</table>

### Concept

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

### Learning Targets

1. Differentiate between the terms warm-up, cool-down, stretching, and conditioning and demonstrate examples of each

2. Demonstrate sport-specific manipulative skills in games and modified sports activities

3. Demonstrate a tumbling routine

4. Analyze and correct errors in movement patterns and skills that require balance, basic tumbling, and range of motion

5. Connect the importance of posture and body positions with performance of various skills (e.g., swinging a bat, rope jumping, walking on a beam, throwing a ball)

6. Demonstrate manipulative skills with increased force, accuracy and control at different speeds, levels and directions (e.g., hit a target using an overhand throw from a variety of distances)

7. Apply fundamental and specialized skills in game situations with increased proficiency

8. Display appropriate cooperative, social, and teamwork skills while participating in student-led games

9. Demonstrate ability to follow rules, cooperate with teammates and apply a simple strategy in a variety of sport specific lead-up games
### Alignments:
- **Performance:** 2.3, 2.5, 3.6, 4.7
- **Knowledge:** (H/PE) 1,2,4
- **PEGLE:** PALW.3.A; EHMP.1.C-E; EHMP.2.A,B
- **NETS:** N/A
- **DOK:** 1

### Instructional Strategies
- Group discussions
- Goal setting
- Guided and independent practice
- Games and activities (i.e., Whiffle Ball team handball, soccer, basketball)

### Assessments/Evaluations
- Teacher observation
- Questioning
- Exit slips
- Checklists

### Sample Assessment Questions
- Can you demonstrate a stretch for the hamstrings?
- How does your arm move for an underhand serve in volleyball?
- Demonstrate a forward roll.
- Why is the follow-through important when throwing a ball?

### 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**

• Physical Fitness by Dr. Alvin Silverstein
• Exercise by Sharon Gordon
• Gymnastics by Dan Gutman
• Gymnastics: A True Book by Christin Ditchfield
• The Batboy by Mike Lupica

**Cross Curricular Connections**

• Science: Body systems
<table>
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<td>Concept</td>
<td>F. Treatment</td>
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<td>• Recognize signals of sudden onset emergencies (e.g., high/low blood sugar, breathing, seizures) and seek appropriate 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
- Guided and independent practice.

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

**Sample Assessment Questions**
- What is the sign of someone who is choking?
### Instructional Resources/Tools

- School Nurse
- Physical Education for Children – Thomas
- Crossfitkids.com
- MrGym.com
- PEUniverse.com
- PE Central

### Literacy Connections

- *Emergency* by Joy Masoff

### Cross Curricular Connections

- Science: Body systems
<table>
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<th>Efficiency of Human Movement and Performance</th>
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<td>Rhythms and Dance</td>
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**Concept**

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

**Learning Targets**

1. 
   - Recognize and move to a tempo or beat with various intensity, mood, accent and rhythm patterns
   - Communicate ideas and feelings through dance movement (e.g., sports dance, joy, anger)
   - Create simple rhythmic routines using fundamental movement skills in partner and small group situations
   - Perform a traditional folk or square dance (e.g., Cotton Eyed Joe and Patty Cake Polka)
   - Identify the historical and cultural origin of various international folk dances (e.g., Teton Mountain Stomp – USA)

**Alignments:**

Performance: 1.6, 2.5
Knowledge: (FA) 1,2,5 (H/PE) 2,4
MUGLE: EHMP.3.A-E
NETS: N/A
DOK: 1

**Instructional Strategies**

- Group discussions
- Guided and independent practice
- Games and activities such as:
  - Ach Ja
  - square dancing
### Assessments/Evaluations

- Teacher observation
- Questioning
- Exit slips
- Checklists

### Sample Assessment Questions

- What would the tempo be for “What Does a Fox Say”?
- What feeling does a football player demonstrate when they perform a touchdown dance?
- What are some movement skills needed for a partner dance?

### Instructional Resources/Tools

- Physical Education for Children – Thomas
- Crossfitkids.com
- MrGym.com
- PEUniverse.com
- Physical Essentials
- Videos
- CDs
- MP3

### Literacy Connections

- *I See the Rhythm* by Toyomi Igus

### Cross Curricular Connections

- Music
- Dance
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<th>Strand</th>
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<td>Sport Skills and Lifetime Activities</td>
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**Concept**

H. Demonstrates competence in a variety of outdoor pursuits and recreational activities

**Learning Targets**

1. • Demonstrates competence in a variety of outdoor pursuits and recreational activities

**Alignments:**

Performance: 2.4  
Knowledge: (FA) 5 (H/PE) 2  
MUGLE: EHMP.2.C (6th Gr.)  
NETS: N/A  
DOK: 1

**Instructional Strategies**

• Group discussions  
• Goal setting  
• Guided and independent practice  
• Games and activities

**Assessments/Evaluations**

• Teacher observation  
• Questioning  
• Exit slips  
• Checklists

**Sample Assessment Questions**

• What is the proper way to cast?
### Instructional Resources/Tools

- Missouri Department of Conservation
- Missouri Department of Natural Resources
- District outdoor education supplies
- Video: Grandpa, Can We Go Fishing?

### Literacy Connections


### Cross Curricular Connections

- Social Studies: Relating to others