

Cycle 1	38 Days		The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Aug. 26 – Oct. 18, 2019		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p><b><u>Unit 1: Rules and Safety</u></b> In this unit, students will focus on rules and safety and develop a consciousness of self in comparison to the body, relationships, and space. Students will focus on rules and safety procedures as they impact movement, physical activity, and social development.</p>	<p><b>9</b> 45-minute lessons</p> <p><b>Suggested Pacing:</b> Aug. 26 – Oct. 11</p> <p><i>Labor Day</i> Sept. 2</p> <p><i>Fall Holiday</i> Oct. 9 (students only)</p> <p><i>Early Dismissals</i> Sept. 27 Oct. 18</p> <p><b>Extend Review Assess Reteach</b> Oct. 14-18</p>	<p><b>Rules and Safety in Movement</b> Students will be review and practice rules and safety procedures to prevent injury in a safe and secure learning environment while developing individual and group motor skill.</p> <p><b>PE.1.1A</b> Demonstrate an awareness of personal and general space while moving at different directions and levels such as high, medium, and low. <b>PE.1.5B</b> Describe the importance of protective equipment in preventing injury such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing. <b>PE.1.5C</b> Describe how to protect him/her from harmful effects of the sun. <b>PE.1.5E</b> Describe and demonstrate appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions, and calling 911. <b>PE.1.1H</b> Demonstrate on cue key elements in overhand throw, underhand throw, and catch. <b>PE.1.3C</b> Participate in appropriate exercises for flexibility in shoulders, legs, and trunk. <b>PE.1.6A</b> Demonstrate starting and stopping signals. <b>PE.1.6B</b> Explain boundaries and rules for simple games. <b>PE.1.1B</b> Demonstrate proper foot patterns in hopping, jumping, skipping, leaping, galloping, and sliding. <b>PE.1.1C</b> Demonstrate control in balancing and traveling activities. <b>PE.1.2A</b> Recognize that motor skill development requires correct practice. <b>PE.1.2B</b> Demonstrate a base of support and explain how it affects balance.</p> <p><b>Rules and Safety in Physical Activity and Health</b> Student will learn basic rules and safety procedures that promote physical activity, proper nutrition, and rest. <b>PE.1.3A</b> Describe and select physical activities that provide opportunities for enjoyment and challenge. <b>PE.1.3B</b> Participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration. <b>PE.1.3C</b> Participate in appropriate exercises for flexibility in shoulders, legs, and trunk. <b>PE.1.3D</b> Demonstrate the ability lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping.</p> <p><b>Rules and Safety in Social Development</b> Students will engage in appropriate interaction among peers and adults in a variety of situations. <b>PE.1.6A</b> Demonstrate starting and stopping signals. <b>PE.1.6B</b> Explain boundaries and rules for simple games. <b>PE.1.7A</b> Follow directions and apply safe movement practices. <b>PE.1.7B</b> Interact, cooperate, and respect others.</p>	

Cycle 2	39 Days		The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 21 – Dec. 19, 2019		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p><b><u>Unit 2: Lead-Up Activities</u></b> In this unit, students will engage in lead-up activities that provide them with a variety of basic skills to be successful in a lifetime physical activities. These skills will prepare them for sport-specific games as well. Students will learn how different body actions and simple gaming rules form activities.</p>	<p><b>9</b> 45-minute lessons</p> <p><b>Suggested Pacing:</b> Oct. 21 – Dec. 13</p> <p><i>Early Dismissal</i> Nov. 8</p> <p><i>Thanksgiving Holiday</i> Nov. 25-29</p> <p><b>Extend Review Assess Reteach</b> Dec. 16-19</p> <p><i>Teacher Preparation Day</i> Dec. 20</p> <p><i>Winter Break</i> Dec. 23 – Jan. 3</p>	<p><b>Lead-Up Activities in Movement</b> Students will practice to a variety of lead up activities that focus both on individual and group motor development.  <b>PE.1.1A</b> Demonstrate an awareness of personal and general space while moving at different directions and levels such as high, medium, and low.  <b>PE.1.1H</b> Demonstrate on cue key elements in overhand throw, underhand throw, and catch.  <b>PE.1.4C</b> Describe how muscles and bones work together to produce movement.  <b>PE.1.6A</b> Demonstrate starting and stopping signals.  <b>PE.1.1D</b> Demonstrate the ability to work with a partner such as leading and following.  <b>PE.1.1E</b> Clap in time to a simple rhythmic beat.  <b>PE.1.1F</b> Create and imitate movement in response to selected rhythms.  <b>PE.1.1G</b> Jump a long rope.</p> <p><b>Lead-Up Activities in Physical Activity and Health</b> Students will actively participate in lead-up activities that focus on the importance of practicing skills for success in sport specific games and learn the effects of physical activity on the body.  <b>PE.1.4A</b> Distinguish between active and inactive lifestyles.  <b>PE.1.4B</b> Describe the location and function of the heart.  <b>PE.1.4C</b> Describe how muscles and bones work together to produce movement.  <b>PE.1.4D</b> Describe food as a source of energy.</p> <p><b>Lead-Up Activities in Social Development</b> Students will have the opportunity to use fundamental lead-up skills and practice social skills through gaming interactions among peers.  <b>PE.1.1D</b> Demonstrate the ability to work with a partner such as leading and following.  <b>PE.1.7A</b> Follow directions and apply safe movement practices.  <b>PE.1.7B</b> Interact, cooperate, and respect others.  <b>PE.1.7C</b> Resolve conflicts in socially acceptable ways such as talking and asking the teacher for help.</p>	

Cycle 3	49 Days		The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p><b><u>Unit 3: Fitness Assessment</u></b> In this unit, students will demonstrate fitness skills and identify the benefits of daily exercise. Students will be able to recognize how fitness may positively impact motor development, wellness, and social development. Students will participate in fitness activities that will prepare their bodies for daily life.</p>	<p><b>9</b> 45-minute lessons</p> <p><b>Suggested Pacing:</b> Jan. 6 – Mar. 6</p> <p><i>MLK Jr. Day</i> Jan. 20</p> <p><i>Early Dismissals</i> Jan. 17 Feb. 14</p> <p><b>Extend Review Assess Reteach</b> Mar. 9-13</p> <p><i>Spring Break</i> Mar. 16-20</p>	<p><b>Fitness and Assessment in Movement</b> Students will practice basic movement skills that supports conditioning for overall fitness development. <b>PE.1.1H</b> Demonstrate on cue key elements in overhand-throw, underhand-throw, and catch. <b>PE.1.4A</b> Distinguish between active and inactive lifestyles. <b>PE.1.5E</b> Describe and demonstrate appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions, and calling 911. <b>PE.1.6B</b> Explain boundaries and rules for simple games. <b>PE.1.1B</b> Demonstrate proper foot patterns in hopping, jumping, skipping, leaping, galloping, and sliding. <b>PE.1.1F</b> Create and imitate movement in response to selected rhythms. <b>PE.1.2A</b> Recognize that motor skill development requires correct practice. <b>PE.1.2B</b> Demonstrate a base of support and explain how it affects balance.</p> <p><b>Fitness and Assessment in Physical Activity and Health</b> Students will participate in introductory activities that increase knowledge of proper nutrition, rest, and exercise as related to fitness. <b>PE.1.1H</b> Demonstrate on cue key elements in overhand-throw, underhand-throw, and catch. <b>PE.1.4A</b> Distinguish between active and inactive lifestyles. <b>PE.1.4B</b> Describe the location and function of the heart. <b>PE.1.4C</b> Describe how muscles and bones work together to produce movement. <b>PE.1.4D</b> Describe food as a source of energy.</p> <p><b>Fitness and Assessment in Social Development</b> Students will demonstrate their ability to work with others and share space during physical fitness activities. <b>PE.1.1D</b> Demonstrate the ability to work with a partner such as leading and following. <b>PE.1.3A</b> Describe and select physical activities that provide opportunities for enjoyment and challenge. <b>PE.1.7B</b> Interact, cooperate, and respect others. <b>PE.1.7C</b> Resolve conflicts in socially acceptable ways such as talking and asking the teacher.</p>	

Cycle 4	47 Days		The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Mar. 23 – May 29, 2020		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p><b>Unit 4:</b> <b><u>Recreational Sports/Activities</u></b></p> <p>In this unit, students will practice recreational sports and activities that may be played at home or in a community setting. Recreational sports/activities provide students with options on how to utilize free time. Students will demonstrate skills of being a responsible and respectful peer in school and the community.</p>	<p><b>9</b> 45-minute lessons</p> <p><b>Suggested Pacing:</b> Mar. 18 – May 22</p> <p><i>Spring Holiday</i> <i>Apr. 10</i></p> <p><i>Memorial Day</i> <i>May 25</i></p> <p><b>Extend Review Assess Reteach</b> May 26-29</p>	<p><b>Recreational Sports/Activities in Movement</b> Students will be introduced to a myriad of activities that impact different sports such as basketball, soccer, and dance.</p> <p><b>PE.1.5B</b> Describe the importance of protective equipment in preventing injury such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing.</p> <p><b>PE.1.5E</b> Describe and demonstrate appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions, and calling 911.</p> <p><b>PE.1.1A</b> Demonstrate an awareness of personal and general space while moving at different directions and levels such as high, medium and low.</p> <p><b>PE.1.1E</b> Clap in time to a simple rhythmic beat.</p> <p><b>PE.1.1F</b> Create and imitate movement in response to selected rhythms.</p> <p><b>PE.1.1H</b> Demonstrate on cue key elements in overhand throw, underhand throw and catch.</p> <p><b>Recreational Sports in Physical Activity and Health</b> Students will be introduced to sun and water safety skills and review wellness tips and injury prevention that will assist with making healthy decisions when participating in recreational activities.</p> <p><b>PE.1.3B</b> Participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration.</p> <p><b>PE.1.4E</b> Explain the negative effects of smoking, lack of sleep, and poor dietary habits on physical performance and on the body.</p> <p><b>PE.1.5B</b> Describe the importance of protective equipment in preventing injury such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing.</p> <p><b>PE.1.5C</b> Describe how to protect him/her from harmful effects of the sun.</p> <p><b>PE.1.5D</b> List water safety rules and demonstrate simple extension rescue.</p> <p><b>Recreational Sports in Social Development</b> Students will participate in activities that build positive recreational choices in the school and community settings.</p> <p><b>PE.1.3A</b> Describe and select physical activities that provide opportunities for enjoyment and challenge.</p> <p><b>PE.1.6B</b> Explain boundaries and rules for simple games.</p> <p><b>PE.1.7A</b> Follow directions and apply safe movement practices.</p> <p><b>PE.1.7B</b> Interact, cooperate, and respect others.</p>	