# 2021-2022 Scope and Sequence
## Physical Education – Foundations of Personal Fitness

| Cycle 1 | 27 Days<br>Aug. 23 - Oct. 1, 2021 | *The recommended number of class periods 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.* |
|---|---|---|

| Unit | # Class Periods | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)<br>The student will: |
|---|---|---|
| **Unit 1: Personal Fitness/Safety**<br>This unit provides an opportunity for students to explore the benefits of exercise and fitness associated with the performance of daily activities and the demands of everyday life. | **11** class periods (90 min. each)<br>or<br>**22** class periods (45 min. each)<br><br>*Enrichment Opportunities Aug. 2-13*<br><br>*Teachers Report to Work Aug. 16*<br><br>*Teacher Service Days Aug. 16-17, Aug. 19-20*<br><br>*Teacher Prep Day (no students) Aug. 18*<br><br>*Labor Day Sept. 6*<br><br>*Fall Holiday Sept. 16*<br><br>*Teacher Service Day (no students) Sept. 17* | **PE Rules and Procedures** (11 class periods)<br>**Safety Procedures**<br>**FPF.3A** Demonstrate safety procedures during workouts and /or fitness training programs.<br>**FPF.3B** Describe examples and exercises that may be harmful or unsafe.<br>**FPF.3C** Explain the relationship between fluid balance, physical activity, and environmental conditions including loss of water and salt during exercise.<br>**FPF.2A** Apply rules, procedures, and etiquette during fitness training.<br>**FPF.2B** Resolve conflicts during workouts and/or fitness training programs.<br>**FPF.5C** Explain how over training may contribute to negative health problems including bulimia, anorexia heat exhaustion, and muscle fatigue.<br>---<br>**Conditioning** (11 class periods)<br>**FPF.1A** Apply physiological principles related to exercise and training including warm-up/cool down, overload, frequency, intensity, specificity, or progression.<br>**FPF.4A** Explain the relationship between physical fitness and personal health.<br>**FPF.4B** Participate in a variety of activities that develop health-related physical fitness activities including flexibility, muscular strength, muscular endurance, body composition and cardiovascular endurance.<br>**FPF.4D** Compare and contrast health-related and skill-related fitness as it relates to personal fitness.<br>**FPF.4E** Describe methods of evaluating health-related fitness including the FitnessGram.<br>**FPF.4F** Describe the components of exercise prescription including overload principle, type, progression, and specificity.<br>**FPF.1B** Apply biomechanical principles related to exercise and training including force, leverage, and type of contraction.<br>**FPF.4B** Participate in a variety of activities that develop health-related physical fitness activities including flexibility, muscular strength, muscular endurance, body composition and cardiovascular endurance<br>**FPF.4C** Demonstrate the skill-related components of physical fitness including agility, balance, coordination, power, reaction time, and speed.<br>**FPF.4G** Design and implement a personal fitness program.<br><br>**Nutritional Practices**<br>**FPF.5D** Analyze the relationship between nutritional practices and physical activity.<br>**FPF.5E** Explain myths as it relates to facts associated with physical activity and nutritional practices.<br>**FPF.5F** Analyze methods of weight control including diet, exercise, or combination of both. |

# 2021-2022 Scope and Sequence
## Physical Education – Foundations of Personal Fitness

| Cycle 1 | 27 Days<br>Aug. 23 - Oct. 1, 2021 | *The recommended number of class periods 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.* |
|---|---|---|
| **Unit** | **# Class Periods** | **Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:** |
| | | **Character Development**<br>**FPF.5A** Investigate positive and negative attitudes towards exercise and physical activities.<br>**FPF.2B** Resolve conflicts during workouts and/or fitness training programs<br>**FPF.5B** Describe physical fitness activities that can be used for stress reduction<br><br>**Risky Behaviors**<br>**FPF.5G** Identify changeable risk factors including inactivity, smoking, nutrition, and stress that affect physical activity and health.<br>**FPF.3D** Identify the detrimental effects of substance abuse on physical performance including steroids and other performance enhancing drugs**.** |

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## Physical Education – Foundations of Personal Fitness

| Cycle 2 | 29 Days<br>Oct. 5 - Nov. 12, 2021 | *The recommended number of class periods 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.* |
|---|---|---|

| Unit | # Class Periods | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
|---|---|---|
| **Unit 2: Accessing Individual Fitness Levels** This unit focuses on students acquiring knowledge and skills necessary to participate in the Fitness Gram to assess personal fitness in health-related skills and apply sound nutritional values and safe practices during activities | **12** class periods (90 min. each) or **24** class periods (45 min. each)<br><br>*Teacher Service Day (no students) Oct. 4* | **Physical Fitness Testing** (12 class periods)<br>**FPF.4E** Describe methods of evaluating health-related fitness including the FitnessGram.<br>**FPF.4D** Compare and contrast health-related and skill-related fitness as it relates to personal fitness.<br>---<br>**Personal Conditioning** (12 class periods)<br>**FPF.1A** Apply physiological principles related to exercise and training including warm-up/cool down, overload, frequency, intensity, specificity, or progression.<br>**FPF.1B** Apply biomechanical principles related to exercise and training including force, leverage, and type of contraction.<br>**FPF.4C** Demonstrate the skill-related components of physical fitness including agility, balance, coordination, power, reaction time, and speed.<br>**FPF.4A** Explain the relationship between physical fitness and personal health.<br>**FPF.4B** Participate in a variety of activities that develop health-related physical fitness activities including flexibility, muscular strength, muscular endurance, body composition and cardiovascular endurance<br>**FPF.4F** Describe the components of exercise prescription including overload principle, type, progression, and specificity.<br><br>**Nutrition Practices**<br>**FPF.5D** Analyze the relationship between nutritional practices and physical activity.<br>**FPF.5E** Explain myths as it relates to facts associated with physical activity and nutritional practices.<br>**FPF.5F** Analyze methods of weight control including diet, exercise, or combination of both.<br><br>**Safety**<br>**FPF.2A** Apply rules, procedures, and etiquette during fitness training.<br>**FPF.2B** Resolve conflicts during workouts and/or fitness training programs.<br>**FPF.3A** Demonstrate safety procedures during workouts and /or fitness training programs.<br>**FPF.3B** Describe examples and exercises that may be harmful or unsafe.<br>**FPF.3C** Explain the relationship between fluid balance, physical activity, and environmental conditions including loss of water and salt during exercise.<br><br>**Technology**<br>**FPF.4E** Describe methods of evaluating health-related fitness including the Fitness Gram.<br>**FPF.4D** Compare and contrast health-related and skill-related fitness as it relates to personal fitness. |

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| Cycle 3 | 30 Days<br>Nov. 15, 2021 - Jan. 14, 2022 | *The recommended number of class periods 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.* |
|---|---|---|

| Unit | # Class Periods | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
|---|---|---|
| **Unit 3: Goal Setting** This unit focuses on setting and designing specific and realistic personal health-related fitness goals to achieve optimal personal fitness to meet the challenges of daily demands as participating in lifetime recreational activities. | **12** class periods (90 min. each) or **24** class periods (45 min. each)<br><br>*Thanksgiving Break Nov. 22-26*<br><br>*Enrichment Opportunities Dec. 20-21*<br><br>*Winter Break Dec. 20-31*<br><br>*MLK Jr. Day Jan. 17*<br><br>*Teacher Prep Day (no students) Jan. 18* | **Goal Setting/Designing Personal Fitness Plan** (12 class periods)<br>**FPF.4G** Design a personal fitness program that promotes the principles of exercise.<br>**FPF.4B** Participate in a variety of activities that develop health-related physical fitness activities including flexibility, muscular strength, muscular endurance, body composition and cardiovascular endurance<br>**FPF.4G** Design a personal fitness program that promotes the principles of exercise.<br>---<br>**Conditioning/Skill Development** (12 class periods)<br>**FPF.1B** Apply biomechanical principles related to exercise and training including force, leverage, and type of contraction.<br>**FPF.4B** Participate in a variety of activities that develop health-related physical fitness activities including flexibility, muscular strength, muscular endurance, body composition and cardiovascular endurance.<br>**FPF.4B** Participate in a variety of activities that develop health-related physical fitness activities including flexibility, muscular strength, muscular endurance, body composition and cardiovascular endurance.<br><br>**Safety**<br>**FPF.3A** Demonstrate safety procedures during workouts and /or fitness training programs.<br>**FPF.3B** Describe examples and exercises that may be harmful or unsafe.<br>**FPF.3C** Explain the relationship between fluid balance, physical activity, and environmental conditions including loss of water and salt during exercise.<br>**FPF.2A** Apply rules, procedures, and etiquette during fitness training.<br>**FPF.2B** Resolve conflicts during workouts and/or fitness training programs.<br><br>**Nutrition Practices**<br>**FPF.5D** Analyze the relationship between nutritional practices and physical activity.<br>**FPF.5E** Explain myths as it relates to facts associated with physical activity and nutritional practices.<br>**FPF.5F** Analyze methods of weight control including diet, exercise, or combination of both.<br><br>**Technology**<br>**FPF.4D** Compare and contrast health-related and skill-related fitness as it relates to personal fitness. |

# 2021-2022 Scope and Sequence
## Physical Education – Foundations of Personal Fitness

| Cycle 4 | 27 Days<br>Jan. 19 - Feb. 25, 2022 | *The recommended number of class periods 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.* |
|---|---|---|

| Unit | # Class Periods | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
|---|---|---|
| **Unit 4: Personal Fitness/Safety** This unit explores why exercise and fitness are important to perform daily activities, the demands of everyday life, including: applying rules and procedures designed to promote safe practices associated with physical fitness, Address conditioning, nutritional practices and safety procedures as well character development and risky behaviors. | **11** class periods (90 min. each) or **22** class periods (45 min. each)<br><br>*Teacher Service Day/Presidents' Day (no students) Feb. 21* | **PE Rules and Procedures** (11 class periods)<br>**Safety Procedures**<br>**FPF.3A** Demonstrate safety procedures during workouts and /or fitness training programs.<br>**FPF.3B** Describe examples and exercises that may be harmful or unsafe.<br>**FPF.3C** Explain the relationship between fluid balance, physical activity, and environmental conditions including loss of water and salt during exercise.<br>**FPF.2A** Apply rules, procedures, and etiquette during fitness training.<br>**FPF.2B** Resolve conflicts during workouts and/or fitness training programs.<br>**FPF.5C** Explain how over training may contribute to negative health problems including bulimia, anorexia heat exhaustion, and muscle fatigue.<br>---<br>**Conditioning** (11 class periods)<br>**FPF.1A** Apply physiological principles related to exercise and training including warm-up/cool down, overload, frequency, intensity, specificity, or progression.<br>**FPF.4A** Explain the relationship between physical fitness and personal health.<br>**FPF.4B** Participate in a variety of activities that develop health-related physical fitness activities including flexibility, muscular strength, muscular endurance, body composition and cardiovascular endurance.<br>**FPF.4D** Compare and contrast health-related and skill-related fitness as it relates to personal fitness.<br>**FPF.4E** Describe methods of evaluating health-related fitness including the FitnessGram.<br>**FPF.4F** Describe the components of exercise prescription including overload principle, type, progression, and specificity.<br>**FPF.1B** Apply biomechanical principles related to exercise and training including force, leverage, and type of contraction.<br>**FPF.4B** Participate in a variety of activities that develop health-related physical fitness activities including flexibility, muscular strength, muscular endurance, body composition and cardiovascular endurance<br>**FPF.4C** Demonstrate the skill-related components of physical fitness including agility, balance, coordination, power, reaction time, and speed.<br>**FPF.4G** Design and implement a personal fitness program.<br><br>**Nutritional Practices**<br>**FPF.5D** Analyze the relationship between nutritional practices and physical activity.<br>**FPF.5E** Explain myths as it relates to facts associated with physical activity and nutritional practices.<br>**FPF.5F** Analyze methods of weight control including diet, exercise, or combination of both. |

# 2021-2022 Scope and Sequence
## Physical Education – Foundations of Personal Fitness

| Cycle 4 | 27 Days<br>Jan. 19 - Feb. 25, 2022 | *The recommended number of class periods 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.* |
|---|---|---|
| **Unit** | **# Class Periods** | **Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:** |
| | | **Character Development**<br>**FPF.5A** Investigate positive and negative attitudes towards exercise and physical activities.<br>**FPF.2B** Resolve conflicts during workouts and/or fitness training programs<br>**FPF.5B** Describe physical fitness activities that can be used for stress reduction<br>**Risky Behaviors**<br>**FPF.5G** Identify changeable risk factors including inactivity, smoking, nutrition, and stress that affect physical activity and health.<br>**FPF.3D** Identify the detrimental effects of substance abuse on physical performance including steroids and other performance enhancing drugs**.** |

# 2021-2022 Scope and Sequence
## Physical Education – Foundations of Personal Fitness

| Cycle 5 | 33 Days<br>Feb. 28 - Apr. 22, 2022 | *The recommended number of class periods 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.* |
|---|---|---|

| Unit | # Class Periods | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
|---|---|---|
| **Unit 5: Accessing Individual Fitness Levels** This unit focuses on students acquiring knowledge and skills necessary to participate in the Fitness Gram to assess personal fitness in health- related skills and apply sound nutritional values and safe practices during activities. | **13** class periods (90 min. each) or **26** class periods (45 min. each)<br><br>*Enrichment Opportunities Mar. 14-16*<br><br>*Spring Break Mar. 14-18*<br><br>*Chávez-Huerta Day Mar. 28*<br><br>*Spring Holiday Apr. 15* | **Physical Fitness Testing** (13 class periods)<br>**FPF.4E** Describe methods of evaluating health-related fitness including the FitnessGram.<br>**FPF.4D** Compare and contrast health-related and skill-related fitness as it relates to personal fitness.<br>---<br>**Conditioning** (13 class periods)<br>**FPF.1A** Apply physiological principles related to exercise and training including warm-up/cool down, overload, frequency, intensity, specificity, or progression.<br>**FPF.1B** Apply biomechanical principles related to exercise and training including force, leverage, and type of contraction.<br>**FPF.4C** Demonstrate the skill-related components of physical fitness including agility, balance, coordination, power, reaction time, and speed.<br>**FPF.4A** Explain the relationship between physical fitness and personal health.<br>**FPF.4B** Participate in a variety of activities that develop health-related physical fitness activities including flexibility, muscular strength, muscular endurance, body composition and cardiovascular endurance<br>**FPF.4F** Describe the components of exercise prescription including overload principle, type, progression, and specificity.<br><br>**Nutrition Practices**<br>**FPF.5D** Analyze the relationship between nutritional practices and physical activity.<br>**FPF.5E** Explain myths as it relates to facts associated with physical activity and nutritional practices.<br>**FPF.5F** Analyze methods of weight control including diet, exercise, or combination of both.<br><br>**Safety**<br>**FPF.2A** Apply rules, procedures, and etiquette during fitness training.<br>**FPF.2B** Resolve conflicts during workouts and/or fitness training programs.<br>**FPF.3A** Demonstrate safety procedures during workouts and /or fitness training programs.<br>**FPF.3B** Describe examples and exercises that may be harmful or unsafe.<br>**FPF.3C** Explain the relationship between fluid balance, physical activity, and environmental conditions including loss of water and salt during exercise.<br><br>**Technology**<br>**FPF.4E** Describe methods of evaluating health-related fitness including the Fitness Gram.<br>**FPF.4D** Compare and contrast health-related and skill-related fitness as it relates to personal fitness. |

# 2021-2022 Scope and Sequence
## Physical Education – Foundations of Personal Fitness

| Cycle 6 | 31 Days<br>Apr. 25 - June 7, 2022 | *The recommended number of class periods 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.* |
|---|---|---|

| Unit | # Class Periods | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
|---|---|---|
| **Unit 6:**<br>**Goal Setting**<br>This unit focuses on setting and designing specific and realistic personal health-related fitness goals to achieve optimal personal fitness to meet the challenges of daily demands as participating in lifetime recreational activities. | **13** class periods (90 min. each)<br>or<br>**26** class periods (45 min. each)<br><br>*Memorial Day*<br>*May 30*<br><br>*Teacher Prep Day*<br>*(no students)*<br>*June 8* | **Goal Setting/Designing Personal Fitness Plan** (13 class periods)<br>**FPF.4G** Design a personal fitness program that promotes the principles of exercise.<br>**FPF.4B** Participate in a variety of activities that develop health-related physical fitness activities including flexibility, muscular strength, muscular endurance, body composition and cardiovascular endurance<br>**FPF.4G** Design a personal fitness program that promotes the principles of exercise.<br>----------<br>**Conditioning/Skill Development** (13 class periods)<br>**FPF.1B** Apply biomechanical principles related to exercise and training including force, leverage, and type of contraction.<br>**FPF.4B** Participate in a variety of activities that develop health-related physical fitness activities including flexibility, muscular strength, muscular endurance, body composition and cardiovascular endurance.<br>**FPF.4B** Participate in a variety of activities that develop health-related physical fitness activities including flexibility, muscular strength, muscular endurance, body composition and cardiovascular endurance.<br><br>**Safety**<br>**FPF.3A** Demonstrate safety procedures during workouts and /or fitness training programs.<br>**FPF.3B** Describe examples and exercises that may be harmful or unsafe.<br>**FPF.3C** Explain the relationship between fluid balance, physical activity, and environmental conditions including loss of water and salt during exercise.<br>**FPF.2A** Apply rules, procedures, and etiquette during fitness training.<br>**FPF.2B** Resolve conflicts during workouts and/or fitness training programs.<br><br>**Nutrition Practices**<br>**FPF.5D** Analyze the relationship between nutritional practices and physical activity.<br>**FPF.5E** Explain myths as it relates to facts associated with physical activity and nutritional practices.<br>**FPF.5F** Analyze methods of weight control including diet, exercise, or combination of both.<br><br>**Technology**<br>**FPF.4D** Compare and contrast health-related and skill-related fitness as it relates to personal fitness. |