

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><u>Unit 1: Rules and Safety</u> In this unit, students will apply rules and safety procedures to movement, physical activity and health, and social development. Students will enhance mobility skills through a range of motor activities involving the entire body. Students will exhibit the ability to follow rules and respect others. Students will demonstrate how their actions can impact others and their surroundings.</p>	<p>9 45-minute lessons</p> <p>Suggested Pacing: 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>Extend Review Assess Reteach Oct. 14-18</p>	<p>Rules and Safety in Movement Students will recognize and demonstrate rules and safety procedures to individual and group motor development to produce a secure play environment. PE.3.1A Travel forward, sideways, and backwards and change direction quickly and safely in dynamic situations. PE.3.1G Demonstrate the ability to transfer on and off equipment with good body control such as boxes, benches, stacked mats, horizontal bar, and balance beam. PE.3.2A Identify similar positions in a variety of movements such as straddle position, ready position, and bending knees to absorb force. PE.3.2B Recognize that practice, attention, and effort are required to improve skills. PE.3.5A Use equipment safely and properly. PE.3.5D Identify exercise precautions such as awareness of temperature and weather conditions and need for warm-up and cool-down activities. PE.3.6B Explain the importance of basic rules in games and activities.</p> <p>Rules and Safety in Physical Activity and Health Student will describe rules and safety procedures that promote physical activity, proper nutrition, and rest. PE.3.5A Use equipment safely and properly. PE.3.5B Select and use proper attire that promotes participation and prevents injury such as wearing tennis shoes for physical activities and wearing helmets and protective padding when bicycling, in-line skating, and skateboarding. PE.3.5C Identify and apply safety precautions when walking, jogging, and skating in the community such as use sidewalks, walk on the left side of street when facing traffic, wear lights/reflective clothing, and be considerate of other pedestrians. PE.3.5D Identify exercise precautions such as awareness of temperature and weather conditions and need for warm-up and cool-down activities.</p> <p>Rules and Safety in Social Development Students will consider the rules and safety procedures that are integral to appropriate interaction among peers and adults. PE.3.3A Describe and select physical activities that provide for enjoyment and challenge. PE.3.6A Identify components of games that can be modified to make the games and participants more successful such as lowering the height of the volleyball net or basketball goal and decreasing the size of the playing area. PE.3.6B Explain the importance of basic rules in games and activities. PE.3.7A Follow rules, procedures, and etiquette. PE.3.7C Accept and respect the differences and similarities in physical abilities of self and 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>Unit 2: Lead-Up Activities</p> <p>In this unit, students will identify and participate in lead-up activities that prepare students for fitness and sport specific games. Lead-up activities incorporate skills in creative ways allowing students to practice skills before using in sport-specific games and activities. Students will be able to identify how different body movements and game rules can form activities.</p>	<p>9 45-minute lessons</p> <p>Suggested Pacing: Oct. 21 – Dec. 13</p> <p><i>Early Dismissal</i> Nov. 8</p> <p><i>Thanksgiving Holiday</i> Nov. 25-29</p> <p>Extend Review Assess Reteach Dec. 16-19</p> <p><i>Teacher Preparation Day</i> Dec. 20</p> <p><i>Winter Break</i> Dec. 23 – Jan. 3</p>	<p>Lead-Up Activities in Movement Students will identify and engage in a variety of lead up activities that focus both on individual and group motor development. PE.3.1B Demonstrate proper form and smooth transitions during combinations of fundamental locomotor skills and body control skills such as running and jumping safely in dynamic situations. PE.3.1J Demonstrate key elements in manipulative skills such as an underhand throw, overhand throw, catch, and kick such as position your side to the target. PE.3.3B Participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration. PE.3.6A Identify components of games that can be modified to make the games and participants more successful such as lowering the height of the volleyball net or basketball goal and decreasing the size of the playing area. PE.3.1C Demonstrate the correct body mechanics in jogging, running, and leaping. PE.3.1D Demonstrate moving in and out of a balanced position with control. PE.3.1E Demonstrate proper body alignment in lifting, carrying, pushing, and pulling. PE.3.2A Identify similar positions in a variety of movements such as straddle positions, ready position, and bending knees to absorb force.</p> <p>Lead-Up Activities in Physical Activity and Health Students will connect physical fitness and lead-up activities that are supported by healthy eating, exercise, and injury prevention. PE.3.3B Participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration. PE.3.4A Describe the long-term effects of physical activity on the heart. PE.3.4B Distinguish between aerobic and anaerobic activities. PE.3.4C Identify foods that increase bodily functions such as milk products, meats, eggs, tomatoes, and potatoes or reduce bodily functions such as sodas and candies.</p> <p>Lead-Up Activities in Social Development Students will have the opportunity to use lead-up activities to practice social skills through physical activity and gaming interactions among peers. PE.3.6A Identify components of games that can be modified to make the games and participants more successful such as lowering the height of the volleyball net or basketball goal and decreasing the size of the playing area. PE.3.6B Explain the importance of basic rules in games and activities. PE.3.7A Follow rules, procedures, and etiquette. PE.3.7C Demonstrate the ability to accept and respect differences and similarities in physical abilities of self and others.</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><u>Unit 3: Fitness Assessment</u> In this unit, students will perform health-related fitness skills and identify the benefits of daily physical activity. Students will be able to understand how assessments may positively impact motor development, health and wellness, and social development. Students will participate in fitness lessons that prepare them for the annual fitness assessment. Students will also learn about the relationship between nutrition and physical activity.</p>	<p>9 45-minute lessons</p> <p>Suggested Pacing: Jan. 6 – Mar. 6</p> <p><i>MLK Jr. Day</i> <i>Jan. 20</i></p> <p><i>Early Dismissals</i> <i>Jan. 17</i> <i>Feb. 14</i></p> <p>Extend Review Assess Reteach Mar. 9-13</p> <p><i>Spring Break</i> <i>Mar. 16-20</i></p>	<p>Fitness and Assessment in Movement Students will engage in movement instruction that supports conditioning for the annual fitness assessment.</p> <p>PE.3.1B Demonstrate proper form and smooth transitions during combinations of fundamental locomotor skills and body control skills such as running and jumping safely in dynamic situations.</p> <p>PE.3.1C Demonstrate the correct body mechanics in jogging, running, and leaping.</p> <p>PE.3.1E Demonstrate proper body alignment in lifting, carrying, pushing, and pulling.</p> <p>PE.3.1F Demonstrate control and appropriate form such as curled position and protection of neck in rolling activities such as forward roll, shoulder roll and safety roll.</p> <p>PE.3.2B Know that practice, attention, and effort are required to improve skills.</p> <p>PE.3.3D 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 bear walk, crab walk, rabbit jump, push-ups, arm-circles, biceps curls, curl-ups, knee to chest curls, overhead press, calf raises, lunges, hanging, hopping, and jumping.</p> <p>PE.3.7B Demonstrate the ability to persevere when not successful on the first try in learning movement skills.</p> <p>Fitness and Assessment in Physical Activity Students will actively participate in health-related fitness activities that will increase their knowledge of proper nutrition, rest, and exercise.</p> <p>PE.3.3C Participate in appropriate exercises for developing flexibility such as side stretch, cross-chest stretch, tricep stretch, hip stretch, quad stretch, long sit stretch, hamstring stretch, calf stretch.</p> <p>PE.3.4A Describe the long-term effects of physical activity on the heart such as strengthening one's heart and carrying more oxygen and nutrients to one's body cells.</p> <p>PE.3.4B Distinguish between aerobic and anaerobic activities.</p> <p>PE.3.4D Identify principles of good posture and its impact on physical activity such as contributing to a good appearance and preventing fatigue.</p> <p>Fitness and Assessment in Social Development Students will participate in activities will help them consider how relationships among family, peers, and associates impact wellness.</p> <p>PE.3.6A Identify components of games that can be modified to make the games and participants more successful such as lowering the height of the volleyball net or basketball goal and decreasing the size of the playing area.</p> <p>PE.3.6B Explain the importance of basic rules in games and activities.</p> <p>PE.3.7A Follow rules, procedures, and etiquette.</p> <p>PE.3.7C Accept and respect the differences and similarities in physical abilities of self and others.</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>Unit 4: <u>Recreational Sports/Activities</u></p> <p>In this unit, students will create and demonstrate recreational sports and activities that may be played in school, at home or in the community. Recreational sports and activities will provide students with opportunities to explore new activities and provide positive ways to be active. Students will also recognize and demonstrate the ability to practice good sportsmanship skills.</p>	<p>9 45-minute lessons</p> <p>Suggested Pacing: 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>Extend Review Assess Reteach May 26-29</p>	<p>Recreational Sports/Activities in in Movement Students will engage in a myriad of skills that impact different activities such as soccer, basketball, golf, tumbling, rhythm, dance, including physical fitness activities.</p> <p>PE.3.1A Travel in forward, sideways, and backwards and change direction quickly and safely in dynamic situations. PE.3.1F Demonstrate control and appropriate form such as curled position and protection of neck in rolling activities such as forward roll, shoulder roll, and safety rolls. PE.3.1H Demonstrate the ability to clap echoes in a variety of one measure rhythmical patterns. PE.3.1I Demonstrate various step patterns and combinations of movement in repeatable sequences. PE.3.1J Demonstrate key elements in manipulative skills such as underhand throw, overhand throw, catch, and kick such as position your side to the target. PE.3.6A Identify components of games that can be modified to make the games and participants more successful such as lowering the height of the volleyball net or basketball goal and decreasing the size of the playing area. PE.3.7A Follow rules, procedures, and etiquette.</p> <p>Recreational Sports/Activities in Physical Activity and Health Students will engage in activities on wellness tips, injury prevention, and sun safety that develop decision making skills. PE.3.4C Identify foods that increase bodily functions such as milk products, meats, eggs, tomatoes, and potatoes or reduce bodily functions such as sodas and candies. PE.3.4D Identify principles of good posture and its impact on physical activity such as contributing to a good appearance and preventing fatigue. PE.3.5A Use equipment safely and properly. PE.3.5C Identify and apply safety precautions when walking jogging, and skating in the community such as use sidewalks, walk on the left side of the street when facing traffic, wear lights/reflective clothing, and be considerate of other pedestrians. PE.3.5D Identify exercise precautions such as awareness of temperature and weather conditions and need for warm-up and cool-down activities.</p> <p>Recreational Sports/Activities in Social Development Students will participate in activities that build positive recreational choices in the school and community setting among peers. PE.3.3E Identify opportunities for participation in physical activity in the community such as little league and parks and recreation. PE.3.6A Identify components of games that can be modified to make the games and participants more successful such as lowering the height of the volleyball net or basketball goal and decreasing the size of the playing area. PE.3.6B Explain the importance of basic rules in games and activities. PE.3.7A Follow rules, procedures, and etiquette. PE.3.7C Accept and respect the differences and similarities in physical abilities of self and others.</p>	