

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 explain and demonstrate 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.2.2A</b> Recognize that attention to the feeling of movement is important in motor skill development. <b>PE.2.5A</b> Use equipment and space safely and properly during physical activities. <b>PE.2.5F</b> Describe and demonstrate appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions and dialing 911. <b>PE.2.7B</b> Show respect for the worth and dignity of others during play and physical activities such as taking turns. <b>PE.2.1A</b> Travel independently in a large group while safely and quickly changing speed and direction without bumping or falling into others. <b>PE.2.1B</b> Demonstrate skills of chasing, fleeing, and dodging to avoid or catch others such as follow the leader and partner dodging. <b>PE.2.1C</b> Create and combine body shapes (e.g., straight, curved, twisted, angular, symmetrical, asymmetrical) levels (e.g., low, medium, high) and pathways (e.g., straight, curved, zigzag, circular, geometric shapes) into simple sequences such as performing a variety of animal movements and simple stunts. <b>PE.2.1D</b> Demonstrate correct body mechanics in walking, hopping, and skipping. <b>PE.2.1F</b> Demonstrate a variety of relationships in dynamic movement situations such as under, over, behind, next to, through, right, left, up, or down.</p> <p><b>Rules and Safety in Physical Activity and Health</b> Student will learn rules and safety procedures that promote physical activity, proper nutrition, and rest. <b>PE.2.3B</b> Participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration. <b>PE.2.3C</b> Participate in appropriate exercises for flexibility in shoulders, legs, and trunk such as roll the shoulders, arm circles, reach for the stars, dangle to the toes, twist at the trunk, lean to the side, bend and straighten the knees. <b>PE.2.3D</b> Demonstrate the ability to lift and support his/her body weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping. <b>PE.2.4A</b> Identify how regular physical activity strengthens the heart, lungs, and muscular system.</p>	

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	Aug. 26 – Oct. 18, 2019		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
		<p><b>Rules and Safety in Social Development</b> Students will engage in appropriate interaction among peers and adults in a variety of situations.</p> <p><b>PE.2.5A</b> Use equipment and space safely and properly during physical activities.</p> <p><b>PE.2.5B</b> Select and use appropriate protective equipment in preventing injuries such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing.</p> <p><b>PE.2.6B</b> Identify strategies in simple games and activities such as dodging to avoid being tagged.</p> <p><b>PE.2.7A</b> Display good sportsmanship in physical activities such as encouraging a teammate, playing fair and acknowledging good plays made by others.</p> <p><b>PE.2.7B</b> Show respect for the worth and dignity of others during play and physical activities such as taking turns.</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>Unit 2: Lead-Up Activities</b></p> <p>In this unit, students will explain and engage in lead-up activities that will prepare them for sport-specific games. Many skills practiced during lead-up activities may use multiple combinations of skills from different sports. Students will learn how different body actions and simple gaming rules form activities.</p>	<p><b>9</b></p> <p>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></p> <p>Students will explain and demonstrate to a variety of lead up activities that focus both on individual and group motor development.</p> <p><b>PE.2.1C</b> Create and combine body shapes (e.g., straight, curved, twisted, angular, symmetrical, asymmetrical) levels (e.g., low, medium, high) and pathways (e.g., straight, curved, zigzag, circular, geometric shapes) into simple sequences such as performing a variety of animal movements and simple stunts.</p> <p><b>PE.2.1H</b> Demonstrate smooth transition from one body part to the next in rolling activities such as side roll, log roll, balance/curl, and roll/balance in a new position.</p> <p><b>PE.2.4A</b> Identify how regular physical activity strengthens the heart, lungs, and muscular system.</p> <p><b>PE.2.5B</b> Select and use appropriate protective equipment in preventing injuries such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing.</p> <p><b>PE.2.1D</b> Demonstrate correct body mechanics in walking, hopping, and skipping.</p> <p><b>PE.2.1G</b> Demonstrate simple stunts such as leapfrogs, and heel click that exhibit personal agility such as jumping one- and two-foot takeoffs and landing with good control.</p> <p><b>PE.2.1H</b> Demonstrate smooth transition from one body part to the next in rolling activities such as side roll, log roll, balance/curl, and roll/balance in a new position.</p> <p><b>PE.2.2B</b> Identify similar movement concepts and terms in a variety of skills such as straddle position, ready position, and bending knees to absorb force.</p> <p><b>PE.2.1K</b> Demonstrate the ability to walk in time to a 4/4 underlying beat.</p> <p><b>Lead-Up Activities in Physical Activity and Health</b></p> <p>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.</p> <p><b>PE.2.4A</b> Identify how regular physical activity strengthens the heart, lungs, and muscular system.</p> <p><b>PE.2.4B</b> Describe how the blood carries oxygen and nutrients through the body.</p> <p><b>PE.2.4C</b> Identify and select foods that enhance a healthy heart such as vegetables and fruit.</p> <p><b>PE.2.4D</b> Explain the need for foods as a source of nutrients that provide energy for physical activity.</p>	

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	Oct. 21 – Dec. 19, 2019		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
		<p><b>Lead-Up Activities in Social Development</b> Students will utilize fundamental lead-up skills and practice social skills through gaming interactions among peers.</p> <p><b>PE.2.6A</b> Identify goals to be accomplished during simple games such as not getting tagged.</p> <p><b>PE.2.6B</b> Identify strategies in simple games and activities such as dodging to avoid being tagged.</p> <p><b>PE.2.7A</b> Display good sportsmanship in physical activities such as encouraging a teammate, playing fair and acknowledging good plays made by others.</p> <p><b>PE.2.7B</b> Show respect for the worth and dignity of others during play and physical activities such as taking turns.</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> <i>Jan. 20</i></p> <p><i>Early Dismissals</i> <i>Jan. 17</i> <i>Feb. 14</i></p> <p><b>Extend Review Assess Reteach</b> Mar. 9-13</p> <p><i>Spring Break</i> <i>Mar. 16-20</i></p>	<p><b>Fitness and Assessment in Movement</b> Students will apply basic movement patterns that supports conditioning for overall fitness development.</p> <p><b>PE.2.2A</b> Recognize that attention to the feeling of movement is important in motor skill development.</p> <p><b>PE.2.3A</b> Describe and select physical activities that provide opportunities for enjoyment and challenge.</p> <p><b>PE.2.5A</b> Use equipment and space safely and properly during physical activities.</p> <p><b>PE.2.6A</b> Identify goals to be accomplished during simple games such as not getting tagged.</p> <p><b>PE.2.1E</b> Demonstrate balance in symmetrical (e.g., V-seat) and non-symmetrical (e.g., balancing on one leg) body shapes from different basis of support.</p> <p><b>PE.2.1I</b> Demonstrate control weight transfers such as feet to hands with controlled landing and feet to back.</p> <p><b>PE.2.1J</b> Demonstrate the ability to mirror a partner such as following the leader and partner copy activity.</p> <p><b>PE.2.1L</b> Perform rhythmical sequences such as simple folk, creative, and ribbon routines.</p> <p><b>PE.2.1N</b> Demonstrate on cue key elements of hand dribble, foot dribble, kick and strike such as striking balloon or ball with hand.</p> <p><b>Fitness and Assessment in Movement</b> Students will participate activities that increase knowledge of proper nutrition, rest, and exercise as related to fitness.</p> <p><b>PE.2.4A</b> Identify how regular physical activity strengthens the heart, lungs, and muscular system.</p> <p><b>PE.2.4B</b> Describe how the blood carries oxygen and nutrients through the body.</p> <p><b>PE.2.4C</b> Identify and select foods that enhance a healthy heart such as vegetables and fruit.</p> <p><b>PE.2.4D</b> Explain the need for foods as a source of nutrients that provide energy for physical activity.</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.</p> <p><b>PE.2.6A</b> Identify goals to be accomplished during simple games such as not getting tagged.</p> <p><b>PE.2.6B</b> Identify strategies in simple games and activities such as dodging to avoid being tagged.</p> <p><b>PE.2.7A</b> Display good sportsmanship in physical activities such as encouraging a teammate, playing fair and acknowledging good plays made by others.</p> <p><b>PE.2.7B</b> Show respect for the worth and dignity of others during play and physical activities such as taking turns.</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 identify and 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 identify practice a myriad of activities that impact different sports such as basketball, soccer, and dance. <b>PE.2.5E</b> Identify safe cycling and road practices such as obeying all traffic signs and signals, riding near the curb, and going in the same direction as other traffic. <b>PE.2.7B</b> Show respect for the worth and dignity of others during play and physical activities such as taking turns. <b>PE.2.1I</b> Demonstrate control weight transfers such as feet to hands with controlled landing and feet to back. <b>PE.2.1L</b> Perform rhythmical sequences such as simple folk, creative, and ribbon routines. <b>PE.2.1M</b> Demonstrate the ability to jump a self-turned rope repeatedly.</p> <p><b>Recreational Sports in Physical Activity and Health</b> Students will describe sun and water safety skills and review wellness tips and injury prevention that will assist with making healthy decisions when participating in recreational activities. <b>PE.2.4C</b> Identify and select foods that enhance a healthy heart such as vegetables and fruit. <b>PE.2.4D</b> Explain the need for foods as a source of nutrients that provide energy for physical activity. <b>PE.2.4E</b> Describe the negative effects of smoking on the lungs and the ability to exercise such as reducing the amount of oxygen in the bloodstream and increasing heart rate because the heart must work harder to get oxygen to the rest of the body. <b>PE.2.4F</b> Recognize and describe the need for rest and sleep in caring for the body such as feeling better and enjoying life. <b>PE.2.5C</b> Identify the effects the sun has on the body and describe protective measures such as sunscreen, hat, and long sleeves. <b>PE.2.5D</b> Identify water safety rules such as do not swim alone, stay away from the edge, and use a personal floatation device, and describe their importance.</p> <p><b>Recreational Sports in Social Development</b> Students will participate in activities that build positive recreational choices in the school community settings. <b>PE.2.6A</b> Identify goals to be accomplished during simple games such as not getting tagged. <b>PE.2.6B</b> Identify strategies in simple games and activities such as dodging to avoid being tagged. <b>PE.2.7A</b> Display good sportsmanship in physical activities such as encouraging a teammate, playing fair and acknowledging good plays made by others. <b>PE.2.7B</b> Show respect for the worth and dignity of others during play and physical activities such as taking turns.</p>	