

Strand 1 – Movement			
Grade 5	Grade 6	Grade 7	Grade 8
		<b>PE.7.1H</b> Demonstrate introductory outdoor pursuit skills such as backpacking, rock climbing, orienteering, hiking, canoeing, cycling, or ropes courses.	<b>PE.8.1H</b> Demonstrate introductory outdoor pursuit skills such as backpacking, rock climbing, orienteering, hiking, canoeing, cycling, or ropes courses.
		<b>PE.7.1A</b> Coordinate movements with teammates to achieve team goals.	<b>PE.8.1A</b> Coordinate movements with team mates to achieve team goals.
	<b>PE.6.1A</b> Perform locomotor skills in dynamic fitness, sport, and rhythmic activities.		
<b>PE.5.1A</b> Demonstrate appropriate use of levels in dynamic movement situations such as jumping high for a rebound and bending knees and lowering center of gravity when guarding an opponent.		<b>PE.7.1B</b> Demonstrate appropriate relationships to an opponent in dynamic game situations such as staying between opponent and goal and moving between opponent and the ball.	<b>PE.8.1B</b> Demonstrate appropriate relationships of the body to an opponent in dynamic game situations such as staying between opponent and goal and moving between opponent and the ball.
	<b>PE.6.1B</b> <i>Demonstrate and use relationships, levels, speed, direction, and pathways effectively in complex group and individual physical activities such as crouching low for volleyball digs, stretching high during lay-ups, positioning for a soccer pass, or passing ahead of a receiver.</i>		
<b>PE.5.1B</b> Demonstrate smooth combinations of fundamental locomotor skills such as running and dodging and hop-step-jump.			
		<b>PE.7.1C</b> Demonstrate appropriate speed and generation of force such as running sprints, running distance, throwing a disc, jumping, kicking.	<b>PE.8.1C</b> Demonstrate appropriate speed and generation of force such as running sprints, running distance, throwing a disc, jumping, or kicking.
<b>PE.5.1G</b> <i>Demonstrate the ability to combine weight transfer and balance on mats and equipment such as walking, leaping, running, turning, changing levels on the balance beam.</i>	<b>PE.6.1C</b> <i>Demonstrate body positioning and proficiency to perform sequences that combine traveling, rolling, balancing, and weight transfer into smooth, flowing sequences;</i>		
<b>PE.5.1C</b> Demonstrate attention to form, power, accuracy, and follow-through in performing movement skills.			
<b>PE.5.1I</b> Perform selected folk dances.		<b>PE.7.1D</b> Perform selected folk, country, square, line, creative, and/or aerobic dances.	<b>PE.8.1D</b> Perform selected folk, country, square, line, creative, and/or aerobic dances.

## GLOBAL GRADUATE



PS - State Process Standard

AR - Aligned to Upcoming State Readiness Standard

® - State Readiness Standard

© - State Supporting Standard

© Houston ISD Curriculum  
2021-2022

Page 1 of 10

Strand 1 – Movement			
Grade 5	Grade 6	Grade 7	Grade 8
	<b>PE.6.1D</b> Move in time to complex rhythmical patterns such as 3/4 time or 6/8 time;		
<b>PE.5.1D</b> Demonstrate controlled balance on a variety of objects such as balance board, stilts, scooters, and skates.			
		<b>PE.7.1E</b> Design and perform sequences of dance steps/movements in practiced sequences with intentional changes in speed, direction, and flow.	<b>PE.8.1E</b> Design and perform sequences of dance steps/movements into practiced sequences with intentional changes in speed, direction, and flow.
<b>PE.5.1J</b> <i>Demonstrate the ability to jump a rope using various rhythms and foot patterns repeatedly such as walk and jump, side swing, double side swing and jump, and alternate-foot basic step.</i>	<b>PE.6.1E</b> Design and perform an individual or group jump rope routine to music <i>demonstrating rhythmic patterns.</i>		
<b>PE.5.1E</b> Demonstrate simple stunts that exhibit agility such as jumping challenges with proper landings.			
<b>PE.5.1K</b> Demonstrate competence in manipulative skills in dynamic situations such as overhand throw, catch, shooting, hand dribble, foot dribble, kick, and striking activities such as hitting a softball.	<b>PE.6.1F</b> Throw a variety of objects <i>such as frisbee, softball, and basketball</i> demonstrating <i>proper technique, accuracy and distance.</i>	<b>PE.7.1F</b> Demonstrate, without cue, critical elements in specialized skills related to sports such as overhand throw for distance/force, serving and bumping, volleyball, shooting a basketball, shooting a lay-up, forehand and backhand, striking with a racket or club, or batting.	<b>PE.8.1F</b> Demonstrate without cue critical elements in specialized skills related to sports such as overhand throw for distance/force, serving and bumping, volleyball, shooting a basketball, shooting a lay-up, forehand and backhand striking with a racket or club, or batting.
	<b>PE.6.1G</b> <i>Demonstrate when to use a forehand stroke or a backhand stroke using proper technique while striking a ball to a wall or a partner with a paddle/racquet.</i>		
	<b>PE.6.1H</b> Strike a ball using a golf club or a hockey stick consistently so it travels in an intended direction and height.		
<b>PE.5.1F</b> <i>Demonstrate the ability to combine traveling and rolling with smooth transitions such as forward and backward rolls.</i>			
<b>PE.5.1L</b> Demonstrate combinations of locomotor and manipulative skills in complex and/or game-like situations such as pivoting and throwing, twisting and striking, and running and catching.		<b>PE.7.1G</b> Combine skill <i>techniques when participating in a variety of team and individual sports.</i>	<b>PE.8.1G</b> Combine skills competently to participate in modified versions of team and individual sports.



Strand 1 – Movement			
Grade 5	Grade 6	Grade 7	Grade 8
<b>PE.5.1H</b> Demonstrate the ability to contrast a partner's movement.			
	<b>PE.6.1I</b> <i>Demonstrate offensive techniques when hand or foot is dribbling including: keeping the ball close to the body, turning back toward defender, and controlling the speed of ball.</i>		
	<b>PE.6.1J</b> Demonstrate strategy and technique to keep an object in the air without catching it in a small group such as volleyball and football.		
	<b>PE.6.1K</b> <i>Perform offensive techniques when catching and throwing a ball including: keep eye on the ball at all times, bring ball close to body when catching, and control speed of ball.</i>		
	<b>PE.6.2A</b> Know that appropriate practice in static and dynamic setting, attention, and effort are required when learning movement skills.		
<b>PE.5.2A</b> Identify common phases such as preparation, movement, follow through, or recovery in a variety of movement skills such as tennis serve, handstand, and free throw.		<b>PE.7.2A</b> Modify activities that provide practice of selected skills to improve performance <i>including</i> practice with non-dominant hand, practice specific game situations, or practice jumps or cartwheels in both directions.	<b>PE.8.2A</b> Create and modify activities that provide practice of selected skills to improve performance such as practice with non-dominant hand, practice specific game situations, and practice jumps or cartwheels in both directions.
		<b>PE.7.2B</b> <i>Identify similarities and differences between movement concepts and elements in a variety of sport skills such as overhand throw and an overhand serve in tennis.</i>	<b>PE.8.2B</b> Identify and apply similar movement concepts and elements in a variety of sport skills such as throwing and tennis serving.
	<b>PE.6.2B</b> <i>Make changes based on feedback from teacher, peers, and using self-analysis to improve skills.</i>		
<b>PE.5.2B</b> Identify the importance of various elements of performance for different stages during skill learning such as form, power, accuracy, and consistency.			



Strand 1 – Movement			
Grade 5	Grade 6	Grade 7	Grade 8
		<b>PE.7.2C</b> Describe the importance of goal setting to <i>improve performance</i> skill.	<b>PE.8.2C</b> Describe the importance of goal setting in improving skill.
<b>PE.5.2C</b> Choose appropriate drills/activities to enhance the learning of a specific skill.	<b>PE.6.2C</b> Practice in ways that are appropriate for learning skills such as whole/part/whole, shorter practice distributed over time is better than one long session, or practicing is best in game-like conditions.		
		<b>PE.7.2D</b> Detect and correct errors in personal or partner's skill performance <i>in a positive and constructive manner</i> .	<b>PE.8.2D</b> Detect and correct errors in his/her or partner's skill performance.
		<b>PE.7.2E</b> Make appropriate changes in performance based on feedback.	<b>PE.8.2E</b> Make appropriate changes in performance based on feedback.
		<b>PE.7.2F</b> Identify and apply basic biomechanical principles including lowering the center of gravity and widening the base of support.	<b>PE.8.2F</b> Identify and apply basic biomechanical principles such as lowering the center of gravity and widening the base of support to increase stability.
		<b>PE.7.2G</b> Use basic offensive and defensive strategies while playing a modified version of a sport.	<b>PE.8.2G</b> Use basic offensive and defensive strategies while playing a modified version of a sport.

Strand 2 – Physical Activity and Health			
Grade 5	Grade 6	Grade 7	Grade 8
<b>PE.5.5A</b> Use equipment safely and properly.	<b>PE.6.5A</b> Use equipment safely and properly <i>during physical activity.</i>	<b>PE.7.5A</b> Use equipment safely and properly <i>when participating in physical activity.</i>	<b>PE.8.5A</b> Use equipment safely and properly.
<b>PE.5.5B</b> Select and use proper attire that promotes participation and prevents injury <i>such as wearing tennis shoes when engaging in physical activities, and wearing helmets and protective padding when bicycling, in-line skating, and skateboarding.</i>	<b>PE.6.5B</b> Select and use proper attire that promotes participation and prevents injury <i>such as closed toed/heeled shoes with rubber soles, loose clothing, removal of jewelry, and proper safety equipment when required.</i>	<b>PE.7.5B</b> Select and use proper attire that promotes participation and prevents injury.	<b>PE.8.5B</b> Select and use proper attire that promotes participation and prevents injury.
<b>ⓈPE.5.5C</b> Describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing injuries during physical activity <i>such as following the rules, checking the equipment and performing correct movement technique.</i>			
	<b>PE.6.5C</b> Include warm-up and cool-down procedures regularly during exercise; monitor potentially dangerous environmental conditions such as wind, cold, heat, and insects; and recommend prevention and treatment.	<b>PE.7.5C</b> Include warm-up and cool-down procedures regularly during exercise; monitor potentially dangerous environmental conditions including wind, cold, heat, and insects; and recommend prevention and treatment.	<b>PE.8.5C</b> Include warm-up and cool-down procedures regularly during exercise; monitor potentially dangerous environmental conditions such as wind, cold, heat, and insects; and recommend prevention and treatment.
<b>PE.5.5D</b> Identify potentially dangerous exercises <i>such as the hurdle stretch</i> and their adverse effects on the body <i>such as putting abnormal stress on knee joint.</i>	<b>PE.6.5D</b> Identify potentially dangerous exercises <i>including ballistic stretches and straight-leg sit-ups</i> and explain their adverse effects on the body.	<b>PE.7.5D</b> Analyze <i>the effects of exercises</i> on the body <i>such as hamstring stretches, quad stretches, trunk twists, shoulder rolls, arm stretches, sit-ups</i> including beneficial and potentially dangers.	<b>PE.8.5D</b> Analyze exercises for their effects on the body such as beneficial/potentially dangerous.
		<b>PE.7.5E</b> Recognize harmful effects of the sun including sunburn, heatstroke, heat exhaustion, and heat cramps and recommend prevention methods.	<b>PE.8.5E</b> Recognize harmful effects of the sun such as sunburn, heatstroke, heat exhaustion, and heat cramps and recommend prevention methods.
	<b>PE.6.5E</b> Explain water safety and basic rescue procedures <i>including: CPR, never swim alone, throw don't go (specify in lesson), know the depth of the water, no horseplay, no running.</i>		
			<b>PE.8.3A</b> Describe and select physical activities that provide for enjoyment and challenge.
		<b>PE.7.3B</b> Identify <i>and participate in leisure and lifelong physical activities at least twice a week.</i>	<b>PE.8.3D</b> Identify favorite lifelong physical activities;



Strand 2 – Physical Activity and Health			
Grade 5	Grade 6	Grade 7	Grade 8
<b>PE.5.3C</b> Explain the value of participation in community physical activities such as little league and parks and recreation.	<b>PE.6.3A</b> Identify opportunities in the school and community for regular participation in physical activity.		<b>PE.8.3B</b> Identify opportunities in the school and community for regular participation in physical activity.
		<b>PE.7.3A</b> Participate in games, sports, dance, and/or outdoor pursuits in and outside of school based on individual interests and/or capabilities.	<b>PE.8.3C</b> Participate in games, sports, dance, and/or outdoor pursuits in and outside of school based on individual interests and/or capabilities.
<b>PE.5.3A</b> Participate in moderate to vigorous physical activities on a daily basis that develop health-related fitness.	<b>PE.6.3B</b> Participate in a <i>variety</i> of moderate to vigorous health-related physical activities on a regular basis <i>such as during physical education class and/or at least 30 minutes three times per week.</i>	<b>PE.7.3C</b> Participate in moderate to vigorous health-related physical activities <i>such as tennis, badminton, cooperative games and/or aerobic exercises to develop cardiovascular efficiency.</i>	<b>PE.8.3E</b> Participate in moderate to vigorous physical activity for a sustained period of time on a regular basis.
<b>PE.5.3B</b> Identify appropriate personal fitness goals in each of the components of health-related fitness.	<b>PE.6.3C</b> <i>Use personal logs and group projects to monitor and chart progress toward personal health-related fitness goals.</i>	<b>PE.7.3D</b> Evaluate personal fitness goals and make appropriate changes for improvement.	<b>PE.8.3H</b> Evaluate personal fitness goals and make appropriate changes for improvement.
			<b>PE.8.3F</b> Maintain healthy levels of flexibility.
			<b>PE.8.3G</b> Develop and maintain muscular strength and endurance of the arms, shoulders, abdomen, back, and legs.
	<b>PE.6.3D</b> <i>Use technological tools such as the FitnessGram, heart rate monitors, body mass index, pedometers, and blood pressure cuffs to measure and monitor personal fitness.</i>	<b>PE.7.3E</b> Select and use appropriate technology tools <i>such as the FitnessGram, BMI monitors and pedometers</i> to evaluate, monitor, and improve physical development.	<b>PE.8.3I</b> Select and use appropriate technology tools to evaluate, monitor, and improve physical development.
	<b>PE.6.4A</b> Discuss the long term benefits of participating in regular physical activity, including better physical, mental, and social well-being.	<b>PE.7.4A</b> List long term physiological and psychological benefits that may result from regular participation in physical activity <i>such as improved mental health, and long life.</i>	<b>PE.8.4A</b> List long term physiological and psychological benefits that may result from regular participation in physical activity.
<b>PE.5.4A</b> Relate ways that aerobic exercise strengthens and improves the efficiency of the heart and lung.;	<b>PE.6.4C</b> Describe the effects of aerobic exercise on the heart and <i>recognize how exercise is not effective unless the heart rate is increased in exercise range for at least 20 minutes.</i>		<b>PE.8.4B</b> Select aerobic exercises and describe the effects on the heart and overall health.
	<b>PE.6.4B</b> Categorize aerobic or anaerobic activities.		
		<b>PE.7.4B</b> Assess physiological effects of exercise during and after physical activity.	<b>PE.8.4C</b> Assess physiological effects of exercise during and after physical activity.



Strand 2 – Physical Activity and Health			
Grade 5	Grade 6	Grade 7	Grade 8
<b>PE.5.4C</b> Match different types of physical activity with health-related fitness components.	<b>PE.6.4E</b> Identify each health-related fitness component and describe how participating in cardiovascular endurance, muscular strength and endurance, and flexibility actions impact personal fitness;	<b>PE.7.4C</b> Match personal physical activities to health-related fitness components <i>such as flexibility exercise, abdominal strength, and cardiovascular endurance.</i>	
<b>PE.5.4F</b> Identify the relationship between optimal body function and a healthy eating plan such as eating a variety of foods in moderation according to U. S. dietary guidelines.	<b>PE.6.4F</b> Identify specific foods high in protein, vitamins, and minerals <i>including fruits, green leafy vegetables, and white meats</i> as key elements to optimal body function.	<b>PE.7.4E</b> Identify proteins, fats, carbohydrates, water, vitamins, and minerals as key elements found in foods that are necessary for optimal body function.	<b>PE.8.4D</b> Identify proteins, fats, carbohydrates, water, vitamins, and minerals as key elements found in foods that are necessary for optimal body function.
		<b>PE.7.4D</b> Analyze the strength and weaknesses of selected physical activities <i>such as badminton, tennis, power walking.</i>	
<b>PE.5.4B</b> Self-monitor the heart rate during exercise.	<b>PE.6.4D</b> Analyze effects of exercise on heart rate through the use of manual pulse checking and recovery rates, heart rate monitors <i>include during warm-up and cool down.</i>		
<b>PE.5.4D</b> Define the principle of frequency, intensity, and time and describe how to incorporate these principles to improve fitness.		<b>PE.7.4F</b> Identify and apply basic weight training principles and safety practices <i>including goal-setting, appropriate weight and repetitions, body alignment, principle of frequency, intensity, and time, and importance of balance in muscle pairs.</i>	<b>PE.8.4E</b> Identify and apply basic weight training principles and safety practices such as appropriate goals, appropriate weight and repetitions, body alignment, principle of frequency, intensity and time, and importance of balance in muscle pairs.
<b>PE.5.4E</b> Describe the structure and function of the muscular and skeletal system as they relate to physical performance such as muscles pull on bones to cause movement, muscles work in pairs, and muscles work by contracting and relaxing.			
		<b>PE.7.4G</b> Describe and predict the effects of fitness-related stress management techniques on the body.	<b>PE.8.4F</b> Describe and predict the effects of stress management techniques on the body.
		<b>PE.7.4H</b> Explain the effects of eating and exercise patterns on weight control, self-concept and physical performance.	<b>PE.8.4G</b> Explain the effects of eating and exercise patterns on weight control, self-concept, and physical performance.



Strand 2 – Physical Activity and Health			
Grade 5	Grade 6	Grade 7	Grade 8
<p><b>PE.5.4I</b> Describe how movement and coordination are effected by alcohol and other drugs.</p>	<p><b>PE.6.4G</b> Recognize that the <i>use and misuse of drugs and alcohol may increase or decrease performance in physical activity (over the counter, prescription, energy drinks).</i></p>	<p><b>PE.7.4I</b> Recognize the effects of substance abuse on personal health and performance in physical activity.</p>	<p><b>PE.8.4H</b> Recognize the effects of substance abuse on personal health and performance in physical activity.</p>
<p><b>PE.5.4G</b> Describe common skeletal problems and their effect on the body such as spinal curvatures.</p>			
	<p><b>PE.6.4H</b> Analyze ways outside influences affect decisions about care of the body such as alcohol and tobacco advertising and peer pressure.</p>		
<p><b>PE.5.4H</b> Describe the changes that occur in the cardiorespiratory system as a result of smoking <i>such as decreasing the amount of oxygen in the blood,</i> and how these changes affect the ability to perform physical activity <i>such as making the heart and lungs work harder.</i></p>			
	<p><b>PE.6.4I</b> Recognize that idealized images of the human body and performance as presented by the media may not be appropriate to imitate.</p>		





Strand 3 – Social Development			
Grade 5	Grade 6	Grade 7	Grade 8
<b>PE.5.7A</b> Demonstrate the ability to follow rules, procedures, and etiquette during physical activity.	<b>PE.6.7A</b> Create rules, procedures, and etiquette for simple game situations that are safe and effective.		
	<b>PE.6.7D</b> Show good sportsmanship and show appropriate behavior by accept decisions made by game officials such as student, teachers, and officials outside the school.	<b>PE.7.7C</b> Accept decisions made by game officials such as student, teachers, and officials outside the school.	<b>PE.8.7D</b> Accept decisions made by game officials including student, teachers, and officials outside the school.
		<b>PE.7.7A</b> Solve problems when participating in physical activities by analyzing causes and potential solutions such as inability to return birdie/ball over the net then adjust technique to improve skill.	<b>PE.8.7A</b> Solve problems in physical activities by analyzing causes and potential solutions.
<b>PE.5.7B</b> Use sportsmanship skills for settling disagreements in socially acceptable ways such as remaining calm, identifying the problem, listening to others, generating solutions, or choosing a solution that is acceptable to all.	<b>PE.6.7B</b> Use good sportsmanship including being a good winner and/or loser, responding with positive remarks toward others, and sharing constructive criticism.		
		<b>PE.7.7B</b> Work cooperatively in a group and/or team to achieve group/team goals while at play or in competitive.	<b>PE.8.7B</b> Work cooperatively in a group to achieve group goals in competitive as well as cooperative settings.
	<b>PE.6.7E</b> Practice good sportsmanship including fair play, and team work by accepting successes and performance limitations of self and others.		
	<b>PE.6.7C</b> Practice following rules while engaging in sports/games including class rules and expectations.		<b>PE.8.7C</b> Identify and follow rules while playing sports and games.
<b>PE.5.7C</b> Describe how physical activity with a partner or partners can increase motivation and enhance safety.			
		<b>PE.7.7D</b> Use peer interaction positively to enhance personal physical activity and safety.	<b>PE.8.7E</b> Use peer interaction positively to enhance personal physical activity and safety such as encourage friends and join teams.



Strand 3 – Social Development			
Grade 5	Grade 6	Grade 7	Grade 8
		<b>PE.7.7E</b> Recognize the role of games, sport, and dance to promote social interaction both during and outside school.	
	<b>PE.6.7F</b> Modify games/activities to allow for varying age groups and/or skill levels.		
		<b>PE.7.6A</b> Distinguish between compliance and noncompliance with rules and regulations during games and activities.	<b>PE.8.6A</b> Distinguish between compliance and noncompliance rules and regulations and apply agreed upon consequences when officiating.
	<b>PE.6.6A</b> Know basic rules for games/sports including how to begin/end, scoring, boundaries, rotations and penalties for violating rules.		
<b>PE.5.6A</b> Describe fundamental components and strategies used in net/wall, invasion, target, and fielding games such as basic positions-goalie, offense, or defense.		<b>PE.7.6B</b> Describe fundamental components and strategies used in net/wall, invasion, target, and fielding games such as net/wall alternating the speed and direction of the ball, invasion-fakes, give and go, target-concentration, feel the movement, and fielding-back up other players.	<b>PE.8.6B</b> Describe fundamental components and strategies used in net/wall, invasion, target, and fielding games such as alternating the speed and direction of the ball, invasion-fakes, give and go, target-concentration, feeling the movement, and fielding-back up other players.
	<b>PE.6.6B</b> Demonstrate accurate score keeping during recreational, individual, and team sports.		
<b>PE.5.6B</b> Explain the concept and importance of team work.			