

| Cycle 1 | 27 Days | 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. |
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| | Aug. 23 - Oct. 1, 2021 | |
| Unit | # Class Periods | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
| Unit 1: Rules and Safety In this unit, students will focus on rules and safety, while developing 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 positive social development. | 6 class periods 45-min. each | PE.4.3A Describe and select physical activities that provide for enjoyment and challenge. PE.4.3B Identify the components of health-related fitness including aerobic capacity, muscular strength, muscular endurance, body composition and flexibility PE.4.5A Use equipment safely and properly. PE.4.5B Select and use proper attire that promotes participation and prevents injury such as wearing tennis shoes when engaging in physical activities, and wearing helmets and protective padding when bicycling, in-line skating, and skateboarding. PE.4.5C Describe and apply safety precautions such as wearing helmets and protective padding, stopping at stop signs and red lights, and using hand and arm signals when cycling and skating. PE.4.5D Identify potential risks associated with physical activities such as sprains and overuse injuries PE.4.6A Distinguish between compliance and noncompliance with rules and regulations. PE.4.6B Analyze potential risks associated with unsafe movement and improper use of equipment. PE.4.7A Demonstrate the ability to follow rules, procedures, and etiquette during physical activity. |
| | <i>Enrichment Opportunities</i> Aug. 2-13 <i>Teachers Report to Work</i> Aug. 16 <i>Teacher Service Days</i> Aug. 16-17, Aug. 19-20 <i>Teacher Prep Day</i> (no students) Aug. 18 <i>Labor Day</i> Sept. 6 <i>Fall Holiday</i> Sept. 16 <i>Teacher Service Day</i> (no students) Sept. 17 | |

| Cycle 2 | 29 Days | 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. |
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| | Oct. 5 - Nov. 12, 2021 | |
| Unit | # Class Periods | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
| Unit 2: Rhythm, Dance and Mindfulness This unit focuses on movement that teaches rhythmic patterns and performances, such as folk, square, aerobic dance, as well as social dancing which will enhance cultural diversity and promote social interaction. The practice of mindfulness will provide the students empowerment within themselves attaining increased self-awareness, development of self-regulation skills and self-control through brain boosting movements, breathing exercises, creative movements, mindfulness activities, and relaxation and visualization techniques. | 6 class periods 45-min. each | <p>PE.4.1C Demonstrate the ability to combine shapes (e.g. straight, curved, twisted, angular, symmetrical, asymmetrical), levels (e.g. low, medium, high), pathways (e.g. straight, curved, zigzag, circular, geometric shapes), and locomotor patterns smoothly with repeatable sequences.</p> <p>PE.4.1D Jump and land for height and distance using key elements for creating and absorbing force such as bending knees, swinging arms, and extending.</p> <p>PE.4.1H Create a movement sequence with a beginning, middle, and an end such as forward and backward rolls.</p> <p>PE.4.1I Perform basic folk dance steps such as grapevine, schottische, and step-together-step.</p> <p>PE.4.1J Demonstrate the ability to travel into and out of a rope turned by others without hesitating.</p> <p>PE.4.4I Identify sources of information on skill improvement, fitness, and health such as books and technology.</p> <p>PE.4.4D Identify major muscle groups such as biceps, triceps, deltoids, pectoralis major, gluteus, abdominals, latissimus dorsi quadriceps, hamstrings and calf and the movements they cause.</p> <p>PE.4.4E Describe the relationship between food intake and physical activity such as calories consumed and calories expended.</p> <p>PE.4.4F Explain the link between physical activity/inactivity and health such as reducing stress, burning calories improves body image, reduces cholesterol levels, enhances self-concept, lowers heart rate, improves circulation, and lung capacity.</p> <p>PE.4.4G Explain the relationship between physical activity and stress relief and demonstrate stress relief activities such as brisk walking, gentle stretching, and muscle tension and release.</p> <p>PE.4.6A Distinguish between compliance and noncompliance with rules and regulations.</p> <p>PE.4.6B Analyze potential risks associated with unsafe movement and improper use of equipment.</p> <p>PE.4.7A Demonstrate the ability to follow rules, procedures, and etiquette during physical activity.</p> |
| | <i>Teacher Service Day</i> <i>(no students)</i> <i>Oct. 4</i> | |

| Cycle 3 | 30 Days | |
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| | Nov. 15, 2021 - Jan. 14, 2022 | |
| <p><i>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.</i></p> | | |
| Unit | # Class Periods | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
| <p>Unit 3: Lead-Up Activities and Skills 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 of 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>6 class periods 45-min. each</p> | <p>PE.4.1A Demonstrate changes in speed during straight, curved, and zigzag pathways in dynamic situations such as chasing, fleeing, and dodging games. PE.4.1K Demonstrate key elements in manipulative skills such as volleying, hand dribble, foot dribble, punting, striking with body parts, racquet, or bat. PE.4.1B Catch an object while traveling such as a football-pass on the run. PE.4.2A Identify similar movement elements in sports skills such as underhand throwing and underhand volleyball serving. PE.4.2B Identify ways movement concepts such as time, space, effort, and relationships can be used to refine movement skills. PE.4.2D Describe key elements of mature movement patterns of throw for distance or speed such as catch, kick, strike, and jump. PE.4.3B Identify the components of health-related fitness including aerobic capacity, muscular strength, muscular endurance, body composition and flexibility. PE.4.3D Improve flexibility in shoulders, trunk, and legs. PE.4.3E Participate in activities that develop and maintain muscular strength and endurance such as bear walk, crab walk, rabbit jump, push-ups, arm circles, biceps curls, curl-ups, knee to chest curls, overhead press, calf raises and lunges. PE.4.4E Describe the relationship between food intake and physical activity such as calories consumed, and calories expended. PE.4.4I Identify sources of information on skill improvement, fitness, and health such as books and technology. PE.4.6A Distinguish between compliance and noncompliance with rules and regulations. PE.4.7A Demonstrate the ability to follow rules, procedures, and etiquette during physical activity. PE.4.7D Demonstrate effective communication, consideration, and respect for the feelings of others during physical activities such as encouraging others, allow others equal turns, and invite others to participate. PE.4.7B Demonstrate the ability to respond to winning and losing with dignity and understanding.</p> |
| | <p><i>Thanksgiving Break</i> Nov. 22-26</p> <p><i>Enrichment Opportunities</i> Dec. 20-21</p> <p><i>Winter Break</i> Dec. 20-31</p> <p><i>MLK Jr. Day</i> Jan. 17</p> <p><i>Teacher Prep Day</i> (no students) Jan. 18</p> | |

| Cycle 4 | 27 Days | 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. |
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| | Jan. 19 - Feb. 25, 2022 | |
| Unit | # Class Periods | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
| Unit 4: Introduction into Individual and Team Sports In this unit, students will focus skills which include tossing, catching, kicking, trapping, dribbling and striking, as well as age appropriate fundamentals of individual and team sports. | 6 class periods 45-min. each | <p>PE.4.1A Demonstrate changes in speed during straight, curved, and zigzag pathways in dynamic situations such as chasing, fleeing, and dodging games.</p> <p>PE.4.1B Catch an object while traveling such as a football-pass on the run.</p> <p>PE.4.1C Demonstrate the ability to combine shapes (e.g. straight, curved, twisted, angular, symmetrical, asymmetrical), levels (e.g. low, medium, high), pathways (e.g. straight, curved, zigzag, circular, geometric shapes), and locomotor patterns smoothly with repeatable sequences.</p> <p>PE.4.1K Demonstrate key elements in manipulative skills such as volleying, hand dribble, foot dribble, punting, striking with body parts, racquet, or bat.</p> <p>PE.4.2A Identify similar movement elements in sports skills such as underhand throwing and underhand volleyball serving.</p> <p>PE.4.2B Identify ways movement concepts such as time, space, effort, and relationships can be used to refine movement skills.</p> <p>PE.4.2B Identify ways movement concepts such as time, space, effort, and relationships can be used to refine movement skills.</p> <p>PE.4.2D Describe key elements of mature movement patterns of throw for distance or speed such as catch, kick, strike, and jump.</p> <p>PE.4.3A Describe and select physical activities that provide for enjoyment and challenge.</p> <p>PE.4.5D Identify potential risks associated with physical activities such as sprains and overuse injuries.</p> <p>PE.4.6A Distinguish between compliance and noncompliance with rules and regulations.</p> <p>PE.4.7B Demonstrate the ability to respond to winning and losing with dignity and understanding.</p> <p>PE.4.7D Demonstrate effective communication, consideration, and respect for the feelings of others during physical activities such as encouraging others, allow others equal turns, and invite others to participate.</p> |
| | <i>Enrichment Opportunities</i> <i>Mar. 14-16</i> <i>Spring Break</i> <i>Mar. 14-18</i> <i>Chávez-Huerta Day</i> <i>Mar. 28</i> <i>Spring Holiday</i> <i>Apr. 15</i> | |

| Cycle 5 | 33 Days | 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. |
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| | Feb. 28 - Apr. 22, 2022 | |
| Unit | # Class Periods | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
| Unit 5: Fitness Assessment In this unit, students will demonstrate fitness skills and learn 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 lessons that prepare their bodies for daily life challenges. | 6 class periods 45-min. each | PE.4.2C Demonstrate the ability to make appropriate changes in performance based on feedback. PE.4.3B Identify the components of health-related fitness including aerobic capacity, muscular strength, muscular endurance, body composition and flexibility PE.4.3C Identify and demonstrate a variety of exercises that promote flexibility such as side stretch, cross-chest stretch, triceps stretch, hip stretch, quad stretch, long sit stretch, hamstring stretch, calf stretch. PE.4.3D Improve flexibility in shoulders, trunk, and legs. PE.4.3E Participate in activities that develop and maintain muscular strength and endurance such as bear walk, crab walk, rabbit jump, push-ups, arm circles, biceps curls, curl-ups, knee to chest curls, overhead press, calf raises and lunges PE.4.4A Describe the effects of exercise on heart rate through the use of manual pulse checking or heart rate monitors. PE.4.4C Identify methods for measuring cardiovascular endurance, muscular strength and endurance, and flexibility such as one-mile run, the PACER test, curl-up, push-up, shoulder stretch. PE.4.4D Identify major muscle groups such as biceps, triceps, deltoids, pectoralis major, gluteus, abdominals, latissimus dorsi quadriceps, hamstrings and calf and the movements they cause. PE.4.4I Identify sources of information on skill improvement, fitness, and health such as books and technology. PE.4.4F Explain the link between physical activity/inactivity and health such as reducing stress, burning calories improves body image, reduces cholesterol levels, enhances self-concept, lowers heart rate, improves circulation, and lung capacity. PE.4.4H Describe the need for rest and sleep in recovering from exercise such as allowing muscles time to rest and recover after a workout. PE.4.6A Distinguish between compliance and noncompliance with rules and regulations. PE.4.6B Analyze potential risks associated with unsafe movement and improper use of equipment. PE.4.7A Demonstrate the ability to follow rules, procedures, and etiquette during physical activity. |
| | <i>Teacher Service Day/Presidents' Day</i> <i>(no students)</i> <i>Feb. 21</i> | |

| Cycle 6 | 31 Days | 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. |
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| | Apr. 25 - June 7, 2022 | |
| Unit | # Class Periods | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
| <p>Unit 6: Recreational Games and Outdoor Activities</p> <p>In this unit, students will practice recreational games and activities that may be played at home or in a community setting. Recreational activities will provide students with options on how to utilize free time in a positive manner. Students will be able to identify how recreational activities can be used as a positive outlet for energy expenditure. Students will demonstrate skills of being a responsible and respectful peer in school and the community.</p> <p>Students will learn water safety, sun safety and summer fitness.</p> | <p>6 class periods 45-min. each</p> <p><i>Memorial Day May 30</i></p> <p><i>Teacher Prep Day (no students) June 8</i></p> | <p>PE.4.5B Select and use proper attire that promotes participation and prevents injury such as wearing tennis shoes when engaging in physical activities, and wearing helmets and protective padding when bicycling, in-line skating, and skateboarding.</p> <p>PE.4.5C Describe and apply safety precautions such as wearing helmets and protective padding, stopping at stop signs and red lights, and using hand and arm signals when cycling and skating.</p> <p>PE.4.1E Perform sequences that include traveling, showing good body control combined with stationary balances on various body parts such as juggling, stations, tumbling, and obstacle courses activities.</p> <p>PE.4.1J Demonstrate the ability to travel into and out of a rope turned by others without hesitating.</p> <p>PE.4.1K Demonstrate key elements in manipulative skills such as volleying, hand dribble, foot dribble and punt, striking with body part, racquet, or bat.</p> <p>PE.4.3F Identify opportunities for participation in physical activity in the community such as little league and parks and recreation.</p> <p>PE.4.4F Explain the link between physical activity/inactivity and health such as reducing stress and burning calories.</p> <p>PE.4.4G Explain the relationship between physical activity and stress relief and demonstrate stress relief activities such as brisk walking, gentle stretching, and muscle tension and release.</p> <p>PE.4.4H Describe the need for rest and sleep in recovering from exercise such as allowing muscles time to rest and recover after a workout.</p> <p>PE.4.4I Identify sources of information on skill improvement, fitness, and health such as books and technology.</p> <p>PE.4.6B Analyze potential risks associated with unsafe movement and improper use of equipment.</p> <p>PE.4.7A Demonstrate the ability to follow rules, procedures, and etiquette during physical activity.</p> <p>PE.4.7B Demonstrate the ability to respond to winning and losing with dignity and understanding.</p> |