

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 refine mobility skills through a range of motor activities involving the entire body. Students will demonstrate the ability to follow rules and respect others. Students will examine 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 employ rules and safety procedures to individual and group motor development to produce a secure play environment.</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.4.1B Catch an object while traveling such as a football-pass on the run. 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. 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. 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.</p> <p>Rules and Safety in Physical Activity and Health Students will connect rules and safety procedures to lessons that promote physical activity, proper nutrition, and rest.</p> <p>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.4.3C 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.4.4A Describe the effects of exercise on heart rate through the use of manual pulse checking or heart rate monitors.</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>Rules and Safety in Social Development Students will consider the rules and safety procedures that are integral to appropriate interaction among peers and adults.</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> <p>PE.4.7B Demonstrate the ability to respond to winning and losing with dignity and understanding.</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 engage in lead-up activities that prepare students for sport-specific games. Many skills practiced during lead-up activities may use multiple combinations of skills from different sports. Lead-up activities incorporate skills in creative ways allowing students to practice skills before using in sport-specific games and activities. Students are able to identify how different body movements and game rules can form activities.</p>	<p>9</p> <p>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</p> <p>Students will engage in a variety of lead up activities that focus both on individual and group motor development.</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.4.3B Identify the components of health-related fitness including aerobic capacity, muscular strength, muscular endurance, body composition and flexibility.</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 encourage others, allow others equal turns, and invite others to participate.</p> <p>PE.4.1K Demonstrate key elements in manipulative skills such as volleying, hand dribble, foot dribble, punting, striking with body part, 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.4.2D Describe key elements of mature movement patterns of throw for distance or speed such as catch, kick, strike, and jump.</p> <p>Lead-Up Activities in Physical Activity and Health</p> <p>Students will be connected to lessons that are supported by healthy eating, exercise and injury prevention.</p> <p>PE.4.3B Identify the components of health-related fitness including aerobic capacity, muscular strength, muscular endurance, body composition and flexibility.</p> <p>PE.4.3D Improve flexibility in shoulders, trunk, and legs.</p> <p>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.</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>	

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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>Lead-Up Activities in Social Development Students will have the opportunity to use lead-up activities to practice social skills through gaming interactions among peers.</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> <p>PE.4.7C Demonstrate the ability to work independently and stay on task.</p> <p>PE.4.7D Demonstrate effective communication, consideration, and respect for the feelings of others during physical activities such as encourage others, allow others equal turns, and invite others to participate.</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.4.1G Demonstrate the ability to transfer weight along and over equipment with good body control such as walking, leaping, running, turning, changing levels on the balance beam.</p> <p>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, pull-up, back saver sit and reach, shoulder stretch</p> <p>PE.4.6B Analyze potential risks associated with unsafe movement and improper use of equipment.</p> <p>PE.4.7C Demonstrate the ability to work independently and stay on task.</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.</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.4.1E 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.4.1F Demonstrate body control in jumping and landing such as land on feet, bend knees, and absorb force.</p> <p>PE.4.2C Demonstrate the ability to make appropriate changes in performance based on feedback.</p> <p>Fitness and Assessment in Physical Activity and Health Students will actively participate in lessons that increase their knowledge of proper nutrition, rest, and exercise.</p> <p>PE.4.4A Describe the effects of exercise on heart rate through the use of manual pulse checking or heart rate monitors.</p> <p>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, pull-up, back saver sit and reach, shoulder stretch</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 reduce stress and burn calories.</p>	

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	Jan. 6 – Mar. 13, 2020		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
		<p>Fitness and Assessment in Social Development Students will take part in lessons that consider how relationships among family, peers, and associates impact wellness.</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> <p>PE.4.7B Demonstrate the ability to respond to winning and losing with dignity and understanding.</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> Apr. 10</p> <p><i>Memorial Day</i> May 25</p> <p>Extend Review Assess Reteach May 26-29</p>	<p>Recreational Sports/Activities in Movement Students will engage in a myriad of skills that impact different sports such as basketball, golf, and dance.</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.4.7B Demonstrate the ability to respond to winning and losing with dignity and understanding.</p> <p>PE.4.1B Catch an object while traveling such as catch 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.4.1H 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>Recreational Sports/Activities in Physical Activity and Health Students will receive lessons on wellness tips, injury prevention, and sun safety that develop decision making skills.</p> <p>PE.4.4F Explain the link between physical activity/inactivity and health such as reduce stress, burn 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.4.4H 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>	

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	Mar. 23 – May 29, 2020		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
		<p>Recreational Sports/Activities in Social Development Students will take part in lessons that build positive recreational choices in the community setting.</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> <p>PE.4.7C Demonstrate the ability to work independently and stay on task.</p> <p>PE.4.7D Demonstrate effective communication, consideration, and respect for the feelings of others during physical activities such as encourage others, allow others equal turns, and invite others to participate.</p>	