

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.
	Aug. 23 - Oct. 1, 2021	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<b>Unit 1: Rules and Safety</b> 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.	<b>6</b> class periods 45-min. each	<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.5.1B</b> Demonstrate smooth combinations of fundamental locomotor skills such as running and dodging and hop-step-jump. <b>PE.5.1C</b> Demonstrate attention to form, power, accuracy, and follow-through in performing movement skills. <b>PE.5.1E</b> Demonstrate simple stunts that exhibit agility such as jumping challenges with proper landing. <b>PE.5.5A</b> Use equipment safely and properly. <b>PE.5.5B</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. <b>PE.5.5D</b> Identify potentially dangerous exercises and their adverse effects on the body. <b>PE.5.7C</b> Describe how physical activity with a partner or partners can increase motivation and enhance safety. <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.5.6B</b> Explain the concept and importance of teamwork. <b>PE.5.7A</b> Follow rules, procedures, and etiquette. <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.
	<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.
	Oct. 5 - Nov. 12, 2021	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<b>Unit 2: Rhythm, Dance and Mindfulness</b> 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.	<b>6</b> class periods 45-min. each	<b>PE.5.1F</b> Combine traveling and rolling with smooth transition. <b>PE.5.1G</b> Combine weight transfer and balance on mats and equipment. <b>PE.5.1I</b> Perform selected folk dances. <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.5.1J</b> Jump rope using various rhythms and foot patterns repeatedly. <b>PE.5.3C</b> Explain the value of participation in community physical activities such as little league and parks and recreation. <b>PE.5.4C</b> Match different types of physical activity with health-related fitness components. <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.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 US dietary guidelines. <b>PE.5.4G</b> Describe common skeletal problems and their effect on the body such as spinal curvatures. <b>PE.5.4H</b> Describe the changes that occur in the cardiorespiratory system as a result of smoking and how those changes affect the ability to perform physical activity. <b>PE.5.6B</b> Explain the concept and importance of teamwork. <b>PE.5.7A</b> Follow rules, procedures, and etiquette.
	<i>Teacher Service Day (no students)</i> Oct. 4	

Cycle 3	30 Days	
	Nov. 15, 2021 - Jan. 14, 2022	
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Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 3: Lead-Up Activities and Skills</b> 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><b>6</b> class periods 45-min. each</p>	<p><b>PE.5.1F</b> Combine traveling and rolling with smooth transition.  <b>PE.5.1G</b> Combine weight transfer and balance on mats and equipment.  <b>PE.5.1J</b> Jump rope using various rhythms and foot patterns repeatedly.  <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.5.1L</b> Demonstrate combination 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.5.4B</b> Self-monitor the heart rate during exercise.  <b>PE.5.4C</b> Match different types of physical activity with health-related fitness components.  <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.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 US dietary guidelines.  <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.5.6B</b> Explain the concept and importance of teamwork.  <b>PE.5.7A</b> Follow rules, procedures, and etiquette.  <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.</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.
	Jan. 19 - Feb. 25, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<b>Unit 4: Introduction into Individual and Team Sports</b> 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.	<b>6</b> class periods 45-min. each	<p><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.</p> <p><b>PE.5.1F</b> Combine traveling and rolling with smooth transition.</p> <p><b>PE.5.1G</b> Combine weight transfer and balance on mats and equipment.</p> <p><b>PE.5.1H</b> Demonstrate the ability to contrast a partner's movement.</p> <p><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.</p> <p><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.</p> <p><b>PE.5.2A</b> Identify common phases such as preparation, movement, follow through or recoveries in a variety of movement skills such as tennis-serve, handstand, and free throw.</p> <p><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.</p> <p><b>PE.5.2C</b> Choose appropriate drills/activities to enhance the learning of a specific skill.</p> <p><b>PE.5.4A</b> Relate ways aerobic exercise strengthens and improves the efficiency of the heart and lungs.</p> <p><b>PE.5.4B</b> Self-monitor the heart rate during exercise.</p> <p><b>PE.5.4C</b> Match different types of physical activity with health-related fitness components.</p> <p><b>PE.5.4D</b> Define the principle of frequency, intensity, and time and describe how to incorporate these principles to improve fitness.</p> <p><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.</p> <p><b>PE.5.6B</b> Explain the concept and importance of teamwork.</p> <p><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.</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.
	Feb. 28 - Apr. 22, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<b>Unit 5: Fitness Assessment</b> 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.	<b>6</b> class periods 45-min. each	<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.5.1L</b> Demonstrate combination 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.5.2A</b> Identify common phases such as preparation, movement, follow through or recoveries in a variety of movement skills such as tennis-serve, handstand, and free throw. <b>PE.5.3A</b> Participate in moderate to vigorous physical activities on a daily basis that develop health-related fitness. <b>PE.5.3B</b> Identify appropriate personal fitness goals in each of the components of health-related fitness. <b>PE.5.4A</b> Relate ways aerobic exercise strengthens and improves the efficiency of the heart and lungs. <b>PE.5.4B</b> Self-monitor the heart rate during exercise. <b>PE.5.4C</b> Match different types of physical activity with health-related fitness components. <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.5.4G</b> Describe common skeletal problems and their effect on the body such as spinal curvatures. <b>PE.5.4H</b> Describe the changes that occur in the cardiorespiratory system as a result of smoking and how those changes affect the ability to perform physical activity. <b>PE.5.4I</b> Describe how movement and coordination are affected by alcohol and other drugs. <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.5.6B</b> Explain the concept and importance of teamwork. <b>PE.5.7A</b> Follow rules, procedures, and etiquette. <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.
	<i>Teacher Service Day/Presidents' Day            (no students)            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.
	Apr. 25 - June 7, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 6: Recreational Games and Outdoor Activities</b></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><b>6</b> 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><b>PE.5.1D</b> Demonstrate controlled balance on a variety of objects such as balance board, stilts, scooters, and skates.</p> <p><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.</p> <p><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.</p> <p><b>PE.5.2C</b> Choose appropriate drills/activities to enhance the learning of a specific skill.</p> <p><b>PE.5.4A</b> Relate ways that aerobic exercise strengthens and improves the efficiency of the heart and lungs.</p> <p><b>PE.5.4B</b> Self-monitor the heart rate during exercise.</p> <p><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 US dietary guidelines.</p> <p><b>PE.5.5B</b> Select and use proper attire that promotes participation and prevents injury.</p> <p><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.</p> <p><b>PE.5.7A</b> Follow rules, procedures, and etiquette.</p> <p><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.</p>