

Title		Suggested Dates
Safety & Training / Cooperative Games		Aug. 25 – Oct. 2

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)
<b>Health Observances:</b> School Safety, National Recess Month, CATCH kickoff week, Clean Hands week, Americans on the Move, Fruit & Veggie Month, Punt Pass & Kick		
<b>3.1 Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms.</b>		The resources listed in this cell apply to the entire bundle. In addition, some Student Expectations have resources specific to the expectation. Those resources are found directly across from the Student Expectation.
3.1a travel in forward, sideways, and backwards and change direction quickly and safely in dynamic situations		Harcourt Health and Fitness Textbook
3.1b demonstrate proper form and smooth transitions during combinations of fundamental locomotor and body control skills such as running and jumping safely in dynamic situations	Such as a lay-up using the three-step approach	3 <sup>rd</sup> Grade....Chapter 3(Food for a Healthy Body),4(Activity for a Healthy Body), 5(Keeping Safe), Chapter 6(Emergency Safety)..... 4 <sup>th</sup> grade....Chapter 3(Food and Your Health),4(Fitness and Activity),and 6(Safe Away from Home)..... 5 <sup>th</sup> grade.....Chapter 3(Foods for Good Nutrition), 4(Keeping Fit and Active), and 5(Planning for Safety)
3.1c demonstrate mature form of running, jumping, skipping		In all Textbooks, turn to back of book labeled Health and Safety Handbook
3.1e demonstrate proper body alignment in lifting, carrying, pushing, and pulling		
3.1f demonstrate control and appropriate form such as curled position and protection of neck in rolling activities such as forward roll, shoulder roll, and safety rolls	Such as tucking in chin for a forward roll	CATCH Blue Box.... Formations and Organizations Tab, Quick Cardio Games Tab, Limited Space Activities
3.1g transfer on and off equipment with good body control such as boxes, benches, stacked mats, horizontal bar, and balance beam		<a href="http://www.marathonkids.org">www.marathonkids.org</a>  <a href="http://www.iwalktoschool.com">www.iwalktoschool.com</a>
<b>3.2 Movement. The student applies movement concepts and principles to the learning and development of motor skills.</b>		<a href="http://www.pecentral.com/LessonIdeas/SearchResults.asp">www.pecentral.com/LessonIdeas/SearchResults.asp</a>

3.2b know that practice, attention and effort are required to improve skills		<a href="http://www.safekids.org">www.safekids.org</a> <a href="http://www.henrythehand.com">www.henrythehand.com</a>
<b>3.3 Physical Activity and Health. The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge.</b>		<a href="http://www.catchinfo.org">www.catchinfo.org</a> <a href="http://www.sph.uth.tmc.edu/CATCH/">www.sph.uth.tmc.edu/CATCH/</a>
3.3b participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration <b>Health3.1b</b>		<a href="http://www.sph.uth.tmc.edu/CATCH/PDF_Files/catch_pe_teks_3-5.pdf">www.sph.uth.tmc.edu/CATCH/PDF_Files/catch_pe_teks_3-5.pdf</a> <a href="http://www.aahperd.org">www.aahperd.org</a> Click on NASPE Logo, Scroll down to hot news items, click on Teacher Toolbox
3.3c participate in appropriate exercises for developing flexibility		
3.3d lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping		<a href="http://ppk.nflyouthfootball.com">ppk.nflyouthfootball.com</a> <a href="http://www.americaonthemove.org">www.americaonthemove.org</a>
<b>3.4 Physical Activity and Health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance.</b>		<a href="http://www.pelinks4u.org">www.pelinks4u.org</a> <a href="http://www.fruitsandveggiesmatter.gov/">www.fruitsandveggiesmatter.gov/</a>
3.4a describe the long term effects of physical activity on the heart		<a href="http://www.americanheart.org">www.americanheart.org</a>
3.4b distinguish between aerobic and anaerobic activities		<a href="http://www.diabetes.org">www.diabetes.org</a> <a href="http://www.schoolsafety.us">www.schoolsafety.us</a>
<b>3.5 Physical Activity and Health. The student understands and applies safety practices associated with physical activities.</b>		<a href="http://www.schoolwalk.diabetes.org">www.schoolwalk.diabetes.org</a>
3.5a use equipment safely and properly <b>Health3.2e</b>		<a href="http://www.nutritionexplorations.org/common/schoolwellnesskit.asp">www.nutritionexplorations.org/common/schoolwellnesskit.asp</a>
3.5b select and use proper attire that promotes participation and prevents injury <b>Health3.2a, Health3.2d</b>	Including wearing closed-toe athletic shoes, belts, shorts under dresses, jewelry that complies with the PISD dress code; tops suitable for bending and stretching	<b>United Streaming...</b> <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a> *Car Safety Grades 3-5 *Healthy Habits *Why Exercise?
<b>3.6 Social Development. The student understands basic components such as strategies and rules of structured physical activities including but not limited to, games, sports, dance, and gymnastics.</b>		

3.6b explain the importance of basic rules in games and activities		
<b>Health3.2a</b>		
Health3.2 Health Behaviors. The student recognizes and performs behaviors that reduce health risks throughout the life span.		
Health3.2c identify reasons for avoiding violence, gangs, weapons and drugs		
Health3.2d identify examples of abuse and describe appropriate responses		
<b>Health3.10 Personal / Interpersonal Skills. The student explains healthy ways to communicate consideration and respect for self, family, friends, and others.</b>		
Health3.10c express needs, wants, and emotions in healthy ways		
<b>Health3.11 Personal / Interpersonal Skills. The student recognizes critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions.</b>		
Health3.11e practice assertive communication and refusal skills		
<b>4.1 Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms.</b>		
4.1a demonstrate changes in speed during straight, curved, and zig-zag pathways in dynamic situations		
4.1c combine shapes, levels, pathways, and locomotor patterns smoothly into repeatable sequences	Such as grade-appropriate obstacle courses, team sports, skill drills, contemporary dances, and gymnastics	
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	Such as long jump, standing broad jump, and vertical jump skill development	
4.1h create a movement sequence with a beginning, middle, and end	Such as aerobic or gymnastics routines, skill drills, and rope skills	
4.1i perform basic folk dance steps such as a grapevine, schottische, and step-together-step		

4.1j travel into and out of a rope turned by others without hesitating	Such as including one rope and two ropes turned by others	
4.1k demonstrate key elements in manipulative skills such as volleying, hand dribble, foot dribble, punt, striking with body part, racquet, or bat	Such as dribbling a basketball or soccer ball with both hands or feet through an obstacle course or hitting a tennis ball or shuttle cock with a racket, or a baseball with a bat  Such as keeping a bean bag or a balloon afloat with various body parts	
<b>4.2 Movement. The student applies movement concepts and principles to the learning and development of motor skills.</b>		
4.2a identify similar movement elements in sports skills such as underhand throwing and underhand volleyball serving	Such as overhand throw and tennis serve	
4.2b identify ways movement concepts such as time, space, effort, and relationships can be used to refine movement skills	Such as going through an obstacle course for time, mirroring and matching the movements of a partner, creating dance or gymnastic sequences with or without a partner or in a small group	
4.2c make appropriate changes in performance based on feedback	Including peer and teacher-directed feedback  <b>TEACHER NOTE:</b> Allow students to self-assess and formulate remedy. Ex: a student may say “I am not great at ball handling skills, what can I do?”; teacher offers practice / drill / direction	
4.2d describe key elements of mature movement patterns of throw for distance or speed such as catch, kick, strike, and jump		
<b>4.3 Physical Activity and Health. The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge.</b>		
4.3a describe and select physical activities that provide opportunities for enjoyment and challenge	Including team and individual activities such as Marathon Kids, ACTIVE Life Challenge, free choice stations, or fitness logs	
<b>Health4.1d</b>		
4.3b name the components of health-related fitness such as strength, endurance, and flexibility	Such as the components of the FitnessGram and other tests to measure health related fitness	
4.3c identify and demonstrate a variety of exercises that promote flexibility		
4.3d improve flexibility in shoulders, trunk, and legs		

4.3e participate in activities that develop and maintain muscular strength and endurance <b>Health4.1d</b>		
4.3f identify opportunities for participation in physical activity in the community such as little league and parks and recreation <b>Health4.1d</b>	Such as hike and bike trails or neighborhood recreation centers	
<b>4.4 Physical Activity and Health. The student knows the benefits from being involved in daily physical activity and factors that affect physical performance.</b>		
4.4a describe the effects of exercise on heart rate through the use of manual pulse checking or heart rate monitors <b>Health4.1c, Health4.2a, Health4.2b</b>		
4.4b participate in moderate to vigorous physical activities on a daily basis <b>Health4.1c, Health4.2a, Health4.2b</b>	Such as evidenced by increased heart rate, breathing rate, and perspiration	
4.4c identify methods for measuring cardiovascular endurance, muscular strength and endurance, and flexibility <b>Health4.1c, Health4.2a</b>		
4.4d identify major muscle groups and the movements they cause <b>Health4.2a</b>		
4.4e describe the relationship between food intake and physical activity such as calories consumed and calories expended		
4.4f explain the link between physical activity/inactivity and health such as reduce stress and burn calories		
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 <b>Health4.1f</b>		
4.4h describe the need for rest and sleep in recovering from exercise		

<b>Health4.1e, Health4.1e</b>		
<b>4.5 Physical Activity and Health. The student understands and applies safety practices associated with physical activities.</b>		
4.5a use equipment safely and properly		
4.5b select and use proper attire that promotes participation and prevents injury	Including closed-toe athletic shoes, belts, shorts under dresses, jewelry that complies with the PISD dress code; tops suitable for bending and stretching	
4.5c describe and apply safety precautions when cycling and skating	Including helmet usage, proper footwear, knee and elbow pads, water and water sports safety	
4.5d identify potential risks associated with physical activities	Such as dehydration, sun risk factors, pedestrian safety, cycling safety, water sports safety and overtraining	
<b>Health4.4f</b>		
<b>4.6 Social Development. The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics.</b>		
4.6a distinguish between compliance and noncompliance with rules and regulations		
4.6b analyze potential risks associated with unsafe movement and improper use of equipment	<b>TEACHER NOTE:</b> “unsafe movement” defined as any movement with the potential to harm self or another. Examples include: swinging equipment and running into a stationary group	
<b>Health4.4f</b>		
<b>4.7 Social Development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings.</b>		
4.7a follow rules, procedures, and etiquette		
<b>Health4.9d</b>		
4.7b respond to winning and losing with dignity and understanding		
<b>Health4.9b, Health4.10b</b>		
4.7c work independently and stay on task		
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		
<b>Health4.8a, Health4.9a, Health4.9c, Health4.9d, Health4.9f, Health4.9g, Health4.9h, Health4.10a, Health4.10b</b>		
<b>Health4.9 Personal / Interpersonal Skills. The student uses social skills for building and maintaining healthy relationships throughout the life span.</b>		
Health4.9g identify positive and negative characteristics of social groups such as gangs, clubs, and cliques		
<b>5.1 Movement. The student demonstrates competency in movement patterns and proficiency in a few specialized movement forms.</b>		
5.1a 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		
5.1b demonstrate smooth combinations of fundamentals locomotor skills such as running and dodging and hop-step-jump		
5.1c demonstrate attention to form, power, accuracy, and follow-through in performing movement skills		
5.1h demonstrate the ability to contrast a partner's movement		
5.1i perform selected folk dances		
5.1j jump a rope using various rhythms and foot patterns repeatedly		
5.1k 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	Including the use of different types and sizes of balls such as footballs, baseballs, softballs, soccer balls, and hockey pucks, sending away to both to partners, teammates and stationary targets	
5.1L 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>5.2 Movement. The student applies movement concepts and principles to the learning and development of motor skills.</b>		

5.2a 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		
5.2b identify the importance of various elements of performance for different stages during skill learning such as form, power, accuracy, and consistency		
5.2c choose appropriate drills/activities to enhance the learning of a specific skill	<b>TEACHER NOTE:</b> Allow students to self-assess and formulate remedy. Ex: a student may say “I am not great at ball handling skills, what can I do?” Teacher offers guidance (and perhaps some options) but solution is decided by the student	
<b>5.3 Physical Activity and Health. The student exhibits a health-enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge.</b>		
5.3a participate in moderate to vigorous physical activities on a daily basis that develop health-related fitness  <b>Health5.1e</b>	Such as evidenced by increased heart rate, breathing rate, and perspiration	
5.3b identify appropriate personal fitness goals in each of the components of health-related fitness  <b>Health5.1e, Health5.1f</b>	Such as through the use of FitnessGram	
5.3c explain the value of participation in community physical activities such as little league and parks and recreation	Such as school-based extracurricular activities like Marathon Kids and ACTIVE Life Challenge	
<b>5.4 Physical Activity and Health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance.</b>		
5.4a relate ways aerobic exercise strengthens and improves the efficiency of the heart and lungs		
5.4b self-monitor the heart rate during exercise		
5.4c match different types of physical activity with health-related fitness components  <b>Health5.1e</b>		

**3<sup>rd</sup> – 5<sup>th</sup> Grade**

**Physical Education**

**Curriculum Bundle 1**

5.4d define the principle of frequency, intensity, and time and describe how to incorporate these principles to improve fitness	Such as identifying methods for measuring cardiovascular endurance, muscular strength, endurance, and flexibility	
5.4e 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>Health5.2a</b>		
5.4f 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>Health5.1a, Health5.1b, Health5.1c, Health5.1d</b>		<b>United Streaming</b> *Designing an Exercise and Nutrition Plan that Reflects the Body's Needs
<b>5.5 Physical Activity and Health. The student understands and applies safety practices associated with physical activities.</b>		
5.5a use equipment safely and properly		
5.5b select and use proper attire that promotes participation and prevents injury	Including closed-toe athletic shoes, belts, shorts under dresses, jewelry that complies with the PISD dress code; tops suitable for bending and stretching	
5.5c describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing injuries during physical activity  <b>Health5.5e</b>	Including helmet usage, proper footwear, and knee and elbow pads	
5.5d identify potentially dangerous exercises and their adverse effects on the body		
<b>5.6 Social Development. The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics.</b>		
5.6a describe fundamental components and strategies used in net/wall, invasion, target, and fielding games such as basic positions-goalie, offense, or defense		
5.6b explain the concept and importance of team work		

<b>5.7 Social Development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings.</b>		
5.7a follow rules, procedures, and etiquette <b>Health5.6f</b>		
5.7b 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>Health5.6a, Health5.6b, Health5.6c, Health5.6d, Health5.6f, Health5.8a</b>		
5.7c describe how physical activity with a partner or partners can increase motivation and enhance safety <b>Health5.6a, Health5.8b</b>		
5.7d work independently and stay on task	This TEKS added to 5 <sup>th</sup> grade; first introduced in 4 <sup>th</sup> grade.	
<b>Health5.5 Health Behaviors. The student comprehends behaviors that reduce health risks throughout the life span.</b>		
Health5.5f explain strategies for avoiding violence, gangs, weapons and drugs	Such as avoidance, team sports, and extra-curricular activities	