

Title	Suggested Dates
Striking (continued from Bundle 5) & Backyard Games	April 19 – June 3

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)
<p><b>Health Observances:</b> Tobacco-Free kids in Texas Day, Turn-off TV Week, Earth Day, Arbor Day, Healthy Foot Month, Humor Month, Pflugerville Police Bike Rodeo, Asthma Awareness Month, Mental Health Awareness Month, National Bike Month, Skin Cancer Awareness Month, T.V. Turn-Off Week</p>		
<p><b>3.1 Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms.</b></p>		<p>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.</p>
<p>3.1a travel in forward, sideways, and backwards and change direction quickly and safely in dynamic situations</p>		<p><b>Harcourt Health and Fitness.....</b></p>
<p>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</p>	<p>Such as a lay-up using the three step approach</p>	<p>3<sup>rd</sup> Grade...Chapter 2(Taking Care of Yourself) Chapter 7(Preventing Disease) 4<sup>th</sup> Grade...Chapter 2(Personal Health) Chapter 7(Guarding Against Disease) 5<sup>th</sup> Grade... Chapter 2(Being A Wise Consumer)</p>
<p><b>3.2 Movement. The student applies movement concepts and principles to the learning and development of motor skills.</b></p>		<p><b>CATCH Blue Box....</b></p>
<p>3.2b know that practice, attention and effort are required to improve skills</p>		<p>Formations and Organization Tab, Flying Disc Tab, Plastic Hoop Tab, Volleyball Tab</p>
<p><b>3.3 Physical Activity and Health. The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge.</b></p>		<p><a href="http://www.cancer.org">www.cancer.org</a></p>
<p>3.3a describe and select physical activities that provide opportunities for enjoyment and challenge</p>	<p>Such as Explore days and stations, Marathon Kids, ACTIVE Life Challenge, and fitness logs</p>	<p><a href="http://www.epa.gov/asthma">www.epa.gov/asthma</a> <a href="http://www.arborday.org">www.arborday.org</a></p>
<p><b>Health3.1b</b></p>		
<p>3.3b participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration</p>		<p><a href="http://www.lungusa.org">www.lungusa.org</a> <a href="http://www.earthday.net">www.earthday.net</a></p>

<p><b>Health3.1b</b></p>		<p><a href="http://www.BikeTexas.org">www.BikeTexas.org</a></p>
<p>3.3e identify opportunities for participation in physical activity in the community such as little league and parks and recreation</p>	<p>Such as making flyers available for various youth sporting leagues and activities</p>	<p><a href="http://www.TexasSupercyclist.org">www.TexasSupercyclist.org</a></p> <p><a href="http://www.mypyramid.gov">www.mypyramid.gov</a></p>
<p><b>Health3.1b</b></p> <p><b>3.5 Physical Activity and Health. The student understands and applies safety practices associated with physical activities.</b></p>		<p><a href="http://www.marathonkids.org">www.marathonkids.org</a></p> <p><a href="http://www.pecentral.com/LessonIdeas/SearchResults.asp">www.pecentral.com/LessonIdeas/SearchResults.asp</a></p>
<p>3.5a use equipment safely and properly</p>		<p><a href="http://www.safekids.org">www.safekids.org</a></p> <p><a href="http://www.tvturnoff.org">www.tvturnoff.org</a></p>
<p><b>Health3.2e</b></p> <p><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></p>		<p><a href="http://www.catchinfo.org">www.catchinfo.org</a></p> <p><a href="http://www.sph.uth.tmc.edu/CATCH/">www.sph.uth.tmc.edu/CATCH/</a></p>
<p>3.6a identify components of games that can be modified to make the games and participants more successful</p>	<p>Such as lighter/larger balls, more balls, using more space, and bigger goals</p>	<p><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></p>
<p>3.6b explain the importance of basic rules in games and activities</p>		<p><a href="http://www.aahperd.org">www.aahperd.org</a> Click on NASPE Logo, Scroll down to hot news items, click on Teacher Toolbox</p>
<p><b>Health3.2a</b></p> <p><b>3.7 Social Development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings.</b></p>		<p><a href="http://www.pelinks4u.org">www.pelinks4u.org</a></p> <p><a href="http://www.americanheart.org">www.americanheart.org</a></p>
<p>3.7a follow rules, procedures, and etiquette</p>	<p>Such as rolling the ball under the net in volleyball, being quiet when hitting a golf or tennis ball, and saying “ball please” in tennis</p>	<p><a href="http://www.kudda.com">www.kudda.com</a></p>
<p><b>Health3.2a</b></p> <p>3.7b persevere when not successful on the first try in learning movement skills</p>	<p>Such as not giving up when learning a new jump rope or hula hoop skill</p>	<p><b>United Streaming...</b> <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></p>
<p>3.7c accept and respect differences and similarities in physical abilities of self and others</p> <p><b>Health3.9a, Health3.9c, Health3.9b, Health3.10a, Health3.10b, Health3.11e</b></p>		<p>*Breath of Life: Our Respiratory System</p> <p>*The Common Cold and Asthma</p>

<p><b>4.1 Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms.</b></p>		
<p>4.1a demonstrate changes in speed during straight, curved, and zig zag pathways in dynamic situations</p>		
<p>4.1b catch an object while traveling such as catch a football pass on the run</p>		
<p>4.1c combine shapes, levels, pathways, and locomotor patterns smoothly into repeatable sequences</p>	<p>Such as grade-appropriate obstacle course, team sports, skill drills, contemporary dance, and gymnastics</p>	
<p>4.1e perform sequences that include traveling, showing good body control combined with stationary balances on various body parts</p>		
<p>4.1f demonstrate body control in jumping and landing such as land on feet, bend knees, and absorb force</p>		
<p>4.1g transfer weight along and over equipment with good body control</p>	<p>Such as obstacle course and gymnastic skills (beam, rolling, and balance skills)</p>	
<p>4.1j travel into and out of a rope turned by others without hesitating</p>	<p>Such as including one rope and two ropes turned by others</p>	
<p>4.1k demonstrate key elements in manipulative skills such as volleying, hand dribble, foot dribble, punt, striking with body part, racquet, or bat</p>	<p>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</p>	
<p><b>4.2 Movement. The student applies movement concepts and principles to the learning and development of motor skills.</b></p>		
<p>4.2a identify similar movement elements in sports skills such as underhand throwing and underhand volleyball serving</p>	<p>Such as overhand throw and a tennis serve</p>	
<p>4.2b identify ways movement concepts such as time, space, effort, and relationships can be used to refine movement skills</p>	<p>Such as going through an obstacle course for time, mirror and match the movements of a partner, or creating dance or gymnastic sequences with or without a partner or in a small group</p>	
<p>4.2c make appropriate changes in performance based on feedback</p>	<p>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.</p>	

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 <b>Health4.1d</b>	Including team and individual activities such as Marathon Kids, ACTIVE Life Challenge, free choice stations, or fitness logs	
4.3b name the components of health-related fitness such as strength, endurance, and flexibility	Such as the components of the FitnessGram and the tests to measure such	
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	Such as hike and bike trails and 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	Such as evidenced by increased heart rate, breathing rate, and perspiration	
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, Health4.1f</b>		
4.4i identify sources of information on skill improvement, fitness, and health such as books and technology		
<b>Health4.3a, Health4.3b, Health4.6a, Health4.6b, Health4.7a, Health4.7b</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, and 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	

<p><b>Health4.4f</b></p>	<p>running into a stationary group</p>	
<p><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></p>		
<p>4.7a follow rules, procedures, and etiquette</p>		
<p><b>Health4.9d</b></p> <p>4.7b respond to winning and losing with dignity and understanding</p>		
<p><b>Health4.9b, Health4.10b, Health4.10c</b></p> <p>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><b>Health4.8a, Health4.9a, Health4.9c, Health4.9d, Health4.9f, Health4.9g, Health4.9h, Health4.10a, Health4.10b</b></p>		
<p><b>Health4.1 Health Behaviors. The student recognizes ways to enhance and maintain health throughout the life span.</b></p>		
<p>Health4.1a identify the benefits of six major nutrients contained in foods</p>	<p>Such as how the vitamins and minerals support their body systems</p>	
<p>Health4.1c differentiate between aerobic and anaerobic exercise</p>		
<p>Health4.1d explain the physical, mental, and social benefits of fitness</p>		
<p>Health4.1e explain how sleep affects academic performance</p>		
<p><b>5.1 Movement. The student demonstrates competency in movement patterns and proficiency in a few specialized movement forms.</b></p>		
<p>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</p>		

5.1b demonstrate smooth combinations of fundamentals locomotor skills such as running and dodging and hop-step-jump		
5.1d demonstrate controlled balance on a variety of objects such as balance board, stilts, scooters, and skates		
5.1e demonstrate simple stunts that exhibit agility such as jumping challenges with proper landings	Such as standing, rolling, and running broad jumps and vertical jump testing	
5.1f combine traveling and rolling with smooth transitions		
5.1g combine weight transfer and balance on mats and equipment		
5.1h demonstrate the ability to contrast a partner’s movement		
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 different types and sizes of balls such as footballs, baseballs, softballs, soccer balls, and hockey pucks both to partners and 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	

<p><b>5.3 Physical Activity and Health. The student exhibits a health-enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge.</b></p>		
<p>5.3a participate in moderate to vigorous physical activities on a daily basis that develop health-related fitness</p> <p><b>Health5.1e</b></p>	<p>Such as evidenced by increased heart rate, breathing rate, and perspiration</p>	
<p>5.3b identify appropriate personal fitness goals in each of the components of health-related fitness</p> <p><b>Health5.1e, Health5.1f</b></p>	<p>Such as through the use of FitnessGram</p>	
<p>5.3c explain the value of participation in community physical activities such as little league and parks and recreation</p> <p><b>Health5.1e</b></p>	<p>Such as school-based extracurricular activities like Marathon Kids, and ACTIVE Life Challenge</p>	
<p><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></p>		
<p>5.4a relate ways aerobic exercise strengthens and improves the efficiency of the heart and lungs</p>		
<p>5.4b self-monitor the heart rate during exercise</p>		
<p>5.4c match different types of physical activity with health-related fitness components</p>		
<p>5.4d define the principle of frequency, intensity, and time and describe how to incorporate these principles to improve fitness</p>	<p>Such as identifying methods for measuring cardiovascular endurance, muscular strength and endurance, and flexibility</p>	
<p>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</p> <p><b>Health5.1a, Health5.1b, Health5.1c, Health5.1d</b></p>		
<p>5.4h describe the changes that occur in the cardio respiratory system as a result of smoking and how those changes affect the ability to perform physical activity</p>		

<p><b>Health5.4a, Health5.5c</b></p>		
<p>5.4i describe how movement and coordination are effected by alcohol and other drugs</p>		
<p><b>Health5.5a, Health5.5b</b></p>		
<p><b>5.5 Physical Activity and Health. The student understands and applies safety practices associated with physical activities.</b></p>		
<p>5.5a use equipment safely and properly</p>		
<p>5.5b select and use proper attire that promotes participation and prevents injury</p>	<p>Including closed-toe athletic shoes, belts, shorts under dresses, jewelry that complies with the PISD dress code; tops suitable for bending and stretching</p>	
<p>5.5c describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing injuries during physical activity</p>	<p>Including helmet usage, proper footwear, and knee and elbow pads</p>	
<p><b>Health5.5e</b></p> <p>5.5d identify potentially dangerous exercises and their adverse effects on the body</p>		
<p><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></p>		
<p>5.6a describe fundamental components and strategies used in net/wall, invasion, target, and fielding games such as basic positions-goalie, offense, or defense</p>		
<p>5.6b explain the concept and importance of team work</p>		
<p><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></p>		
<p>5.7a follow rules, procedures, and etiquette</p>		
<p><b>Health5.6f</b></p>		

**3<sup>rd</sup> – 5<sup>th</sup> Grade****Physical Education****Curriculum Bundle 6**

<p>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</p> <p><b>Health5.6a, Health5.6b, Health5.6c, Health5.6d, Health5.6f, Health5.8a</b></p>		
<p>5.7c describe how physical activity with a partner or partners can increase motivation and enhance safety</p> <p><b>Health5.6a, Health5.8b</b></p>		