

# Scope and Sequence

Subject	Grade	9 Weeks	Estimated Time Frame
Physical Activity and Health	4th	All Year	Ongoing
<b>TEKS / Student Expectations:</b>		<b>Examples / Specifications:</b>	
4.3A Describe and select physical activities that provide opportunities for enjoyment and challenge. Identify skills involved in officiating.		4.3A Such as a basketball, soccer or flag football game; knowing foul rules in a basketball game	
4.3B Name the components of health-related fitness such as strength, endurance, and flexibility.		4.3B Learning the components of the Fitnessgram such as a strength activity is a push up; an endurance activity is a 1 mile run; and a flexibility activity is the Sit and Reach	
4.3C Identify and demonstrate a variety of exercises that promote flexibility.		4.3C Such as the standing toe touch, windmill and Sit and Reach	
4.3D Improve flexibility in shoulders, trunk, and legs.		4.3D Such as the overhead reach, cat stretch and standing toe touch	
4.3E Participate in activities that develop and maintain muscular strength and endurance.		4.3E Activities such as tumbling and push up challenges	
4.3F Identify opportunities for participation in physical activity in the community such as little league and parks and recreations. Describe how to find out more about these organizations and their programs.		4.3 F Such as the YMCA and Chamber programs; find out through newspaper, community bulletin boards, parents and PE teachers	
4.4A Describe the effects of exercise of heart rate through the use of manual pulse checking or heart rate monitors.		4.4A Such as higher pulse rate with more intense exercise; lower pulse rate with less intense exercise; Knowing ideal heart rate during exercise for specific fitness goals	
4.4B Participate in moderate to vigorous physical activity on a daily basis.		4.4B Such as taking a nightly walk with family or playing a pick up basketball game with friends	

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4.4C Identify methods for measuring cardiovascular endurance, muscular strength and endurance, and flexibility.	4.4C Such as Pacer test, 1 mile run/walk, Sit and Reach and push up challenges
4.4D Identify major muscle groups and the movements they cause.	4.4D Such as triceps are used to push and biceps are used to pull
4.4E Describe the relationship between food intake and physical activity such as calories consumed and calories expended.	4.4E Such as gaining weight if more calories are taken in rather than expended; you need to burn more calories than taken in otherwise weight gain will occur
4.4F Explain the link between physical activity/inactivity and health such as reduce stress and burn calories.	4.4F Such as exercise will improve health, sleep and reduce stress
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.	4.4G Such as lower heart rate levels; activities such as jogging or stretching
4.4H Describe the need for rest and sleep in recovering from exercise.	4.4H Such as the body needing time to repair which allows for muscle growth
4.4I Identify sources of information on skill improvement, fitness, and health such as books and technology.	4.4I Websites such as <a href="http://kitfit.com">kitfit.com</a> <a href="http://kidshealth.org">kidshealth.org</a> , <a href="http://fitness.gov">fitness.gov</a> , <a href="http://kidshealthandfitness.org">kidshealthandfitness.org</a>
4.5A Use equipment safely and properly.	4.5A Such as making sure a person is looking before passing them a basketball; watching out for others while swinging a bat

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4.5B Select and use proper attire that promotes participation and prevents injury. Regardless of popular fashions or peer pressure	4.5B Helmets and wrist guards to avoid injury to head, knees, wrists; Proper shoes to avoid falling and injury to the foot; proper clothing to prevent injury on scooters and other equipment
4.5C Describe and apply safety precautions when cycling and skating.	4.5C Such as using hand signals, staying on the right side of the street, obeying traffic signals/signs and wearing a helmet
4.5D Identify potential risks associated with physical activities.	4.5D Such as safety – gym, playground, equipment, proper attire, cycling, skating, risk identification, sprains, strains and overexertion
<b>Language of Instruction:</b>	
<p><b>Fitnessgram-</b> Health –related fitness assessment that measures aerobic capacity, body composition and muscular strength, flexibility and endurance to determine students’ fitness levels.</p>	<p><b>Instructional Resources / Textbook Correlations:</b>  <b>Coordinated School Health Program: <i>SPARK</i></b> – Healthy Lifestyle Choices (HLC)          Dynamic Physical Education for Elementary School Children by Pangrazi          Hooked on Fitness          Indoor Action Games for Elementary School Children by: Foster and Overholt          Ready to Use P.E. Activities for Grades 3-4 by: Landy and Landy          What are we doing in Gym today? by: Tillman and Toner          Teaching Children Physical Education by: George Graham          No Standing Around in My Gym by: Hughes          Great Activities Newspaper-Kameya editor          Fitnessgram / Activitygram Reference Guide, Dallas, TX The Cooper Institute. Welk, G. J., Meredith, M.D. (Eds.). (2008).          Tae-Bo Junior – Billy Blanks          The Heart – Seymour Simon          Body – Andrew Haslam          Human Body – Michael Gabb          Heart Power Kits – American Heart Association</p>

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PE2theMax by: J.D. Hughes  
Never Play Leapfrog with a Unicorn by: Mehrhof, Ermler, Worrell, and Brewer  
Noodle Mania by: Chad Triolet  
Noodle Mania 2 by: Chad Triolet

## CDs

Any Turkey Can Tango - Lee Campbell-Towell  
Lummi Sticks for Kids - Kimbo Educational  
Animal Walks - Kimbo Educational  
I'm No Fool as a Pedestrian – Disney Educational Productions  
Goofy Over Health – Disney Educational Productions  
Do Re Mi on His Toe Leg Me – Jim Gill  
The Sneezing Song and Other Contagious Tunes – Jim Gill  
Physical Ed – The Learning Station