

Physical Education  
Grade 6  
Curriculum

<u>Taught</u>	<u>Unit</u>	<u>TEKS/SE and Alignment Objectives</u>
	Football	<p>6.1 Movement. The student demonstrates competency in movement patterns and proficiency in a few specialized movement forms. The student is expected to:</p> <ul style="list-style-type: none"><li>(A) Perform locomotor skills in dynamic fitness, sport, and rhythmic activities;</li><li>(B) Use relationships, levels, speed, direction, and pathways effectively in complex group and individual physical activities such as crouching low for volleyball digs, stretching high during lay-ups, positioning for a soccer pass, or passing ahead of a receiver;</li><li>(F) Throw a variety of objects demonstrating both accuracy and distance such as a frisbee, softball, and basketball;</li><li>(J) Keep an object in the air without catching it in a small group such as volleyball and football; and</li><li>(K) Throw and catch a ball consistently while guarded by an opponent.</li></ul> <p>6.2 Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:</p> <ul style="list-style-type: none"><li>(B) Make appropriate changes in performance based on feedback to improve skills; and</li><li>(C) Practice in ways that are appropriate for learning skills such as whole/part/whole, shorter practice distributed over time is better than one long session, or practicing is best in game-like conditions.</li></ul> <p>6.3 Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge. The student is expected to:</p> <ul style="list-style-type: none"><li>(A) Identify opportunities in the school and community for regular participation in physical activity; and</li><li>(B) Participate in moderate to vigorous health-related physical activities on a regular basis.</li></ul> <p>6.4 Physical activity and health. The student knows the benefits from involvement is daily physical activity and factors that affect physical performance. The student is expected to:</p> <ul style="list-style-type: none"><li>(A) Describe selected long-term benefits of regular physical activity; and</li><li>(I) Recognize that idealized images of the human body and performance as presented by the media may not be appropriate to imitate.</li></ul>

6.5 Physical activity and health. The student understands and applies safety practices associated with physical activities. The student is expected to:

- (A) Use equipment safely and properly;
- (B) Select and use appropriate attire that promotes participation and prevents injury; and
- (C) Include warm-up and cool-down procedures regularly during exercise; monitor potentially dangerous environmental conditions such as wind, cold, heat, and insects; and
- (D) Identify potentially dangerous exercises and their adverse effects on the body.

6.6 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. The student is expected to:

- (A) Know basic rules for sports played such as setting up to start, restarting, violating rules; and
- (B) Keep accurate score during a contest.

6.7 Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:

- (A) Participate in establishing rules, procedures, and etiquette that are safe and effective for specific activity situations;
- (B) Handle conflicts that arise with others without confrontation;
- (C) Identify and follow rules while playing sports and games;
- (D) Accept decisions made by game officials such as student, teachers, and officials outside the school;
- (E) Accept successes and performance limitations of self and others, exhibit appropriate behavior responses, and recognize that improvement is possible with appropriate practice; and
- (F) Modify games/activities to improve the game/activity.

Taught   Unit  
Volleyball

TEKS/SE and Alignment Objectives

6.1 Movement. The student demonstrates competency in movement patterns and proficiency in a few specialized movement forms. The student is expected to:

- (A) Perform locomotor skills in dynamic fitness, sport, and rhythmic activities;
- (B) Use relationships, levels, speed, direction, and pathways effectively in complex group and individual physical activities such as crouching low for volleyball digs, stretching high during lay-ups, positioning for a soccer pass, or passing ahead of a receiver;
- (F) Throw a variety of objects demonstrating both accuracy and distance such as a frisbee,

softball, and basketball;

(J) Keep an object in the air without catching it in a small group such as volleyball and football; and

(K) Throw and catch a ball consistently while guarded by an opponent.

6.2 Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:

(B) Make appropriate changes in performance based on feedback to improve skills; and

(C) Practice in ways that are appropriate for learning skills such as whole/part/whole, shorter practice distributed over time is better than one long session, or practicing is best in game-like conditions.

6.3 Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge. The student is expected to:

(A) Identify opportunities in the school and community for regular participation in physical activity; and

(B) Participate in moderate to vigorous health-related physical activities on a regular basis.

6.4 Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance. The student is expected to:

(A) Describe selected long-term benefits of regular physical activity; and

(I) Recognize that idealized images of the human body and performance as presented by the media may not be appropriate to imitate.

6.5 Physical activity and health. The student understands and applies safety practices associated with physical activities. The student is expected to:

(A) Use equipment safely and properly;

(B) Select and use appropriate attire that promotes participation and prevents injury; and

(C) Include warm-up and cool-down procedures regularly during exercise; monitor potentially dangerous environmental conditions such as wind, cold, heat, and insects; and

(D) Identify potentially dangerous exercises and their adverse effects on the body.

6.6 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. The student is expected to:

(A) Know basic rules for sports played such as setting up to start, restarting, violating rules; and

(B) Keep accurate score during a contest.

6.7 Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:

- (A) Participate in establishing rules, procedures, and etiquette that are safe and effective for specific activity situations;
- (B) Handle conflicts that arise with others without confrontation;
- (C) Identify and follow rules while playing sports and games;
- (D) Accept decisions made by game officials such as student, teachers, and officials outside the school;
- (E) Accept successes and performance limitations of self and others, exhibit appropriate behavior responses, and recognize that improvement is possible with appropriate practice; and
- (F) Modify games/activities to improve the game/activity.

Taught   Unit  
Basketball

TEKS/SE and Alignment Objectives

6.1 Movement. The student demonstrates competency in movement patterns and proficiency in a few specialized movement forms. The student is expected to:

- (A) Perform locomotor skills in dynamic fitness, sport, and rhythmic activities;
- (B) Use relationships, levels, speed, direction, and pathways effectively in complex group and individual physical activities such as crouching low for volleyball digs, stretching high during lay-ups, positioning for a soccer pass, or passing ahead of a receiver;
- (F) Throw a variety of objects demonstrating both accuracy and distance such as a frisbee, softball, and basketball;
- (J) Keep an object in the air without catching it in a small group such as volleyball and football; and
- (K) Throw and catch a ball consistently while guarded by an opponent.

6.2 Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:

- (B) Make appropriate changes in performance based on feedback to improve skills; and
- (C) Practice in ways that are appropriate for learning skills such as whole/part/whole, shorter practice distributed over time is better than one long session, or practicing is best in game-like conditions.

6.3 Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge. The student is expected to:

- (A) Identify opportunities in the school and community for regular participation in physical activity; and
- (B) Participate in moderate to vigorous health-related physical activities on a regular basis.

6.4 Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance. The student is expected to:

- (A) Describe selected long-term benefits of regular physical activity; and
- (I) Recognize that idealized images of the human body and performance as presented by the media may not be appropriate to imitate.

6.5 Physical activity and health. The student understands and applies safety practices associated with physical activities. The student is expected to:

- (A) Use equipment safely and properly;
- (B) Select and use appropriate attire that promotes participation and prevents injury; and
- (C) Include warm-up and cool-down procedures regularly during exercise; monitor potentially dangerous environmental conditions such as wind, cold, heat, and insects; and
- (D) Identify potentially dangerous exercises and their adverse effects on the body.

6.6 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. The student is expected to:

- (A) Know basic rules for sports played such as setting up to start, restarting, violating rules; and
- (B) Keep accurate score during a contest.

6.7 Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:

- (A) Participate in establishing rules, procedures, and etiquette that are safe and effective for specific activity situations;
- (B) Handle conflicts that arise with others without confrontation;
- (C) Identify and follow rules while playing sports and games;
- (D) Accept decisions made by game officials such as student, teachers, and officials outside the school;
- (E) Accept successes and performance limitations of self and others, exhibit appropriate behavior responses, and recognize that improvement is possible with appropriate practice; and
- (F) Modify games/activities to improve the game/activity.

Taught   Unit  
Hockey

TEKS/SE and Alignment Objectives

6.1 Movement. The student demonstrates competency in movement patterns and proficiency in a few specialized movement forms. The student is expected to:

- (A) Perform locomotor skills in dynamic fitness, sport, and rhythmic activities;
- (B) Use relationships, levels, speed, direction, and pathways effectively in complex group and individual physical activities such as crouching low for volleyball digs, stretching high during lay-ups, positioning for a soccer pass, or passing ahead of a receiver;
- (C) Perform sequences that combine traveling, rolling, balancing, and weight transfer into smooth, flowing sequences; and
- (H) Strike a ball using a golf club or a hockey stick consistently so it travels in an intended direction and height.

6.2 Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:

- (B) Make appropriate changes in performance based on feedback to improve skills; and
- (C) Practice in ways that are appropriate for learning skills such as whole/part/whole, shorter practice distributed over time is better than one long session, or practicing is best in game-like conditions.

6.3 Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge. The student is expected to:

- (A) Identify opportunities in the school and community for regular participation in physical activity; and
- (B) Participate in moderate to vigorous health-related physical activities on a regular basis.

6.4 Physical activity and health. The student knows the benefits from involvement is daily physical activity and factors that affect physical performance. The student is expected to:

- (A) Describe selected long-term benefits of regular physical activity;
- (E) Identify each health-related fitness component and describe how participating in cardiovascular endurance, muscular strength and endurance, and flexibility actions impact personal fitness; and
- (I) Recognize that idealized images of the human body and performance as presented by the media may not be appropriate to imitate.

6.5 Physical activity and health. The student understands and applies safety practices associated with physical activities. The student is expected to:

- (A) Use equipment safely and properly;
- (B) Select and use appropriate attire that promotes participation and prevents injury; and
- (C) Include warm-up and cool-down procedures regularly during exercise; monitor potentially dangerous environmental conditions such as wind, cold, heat, and insects; and
- (D) Identify potentially dangerous exercises and their adverse effects on the body.

6.6 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. The student is expected to:

- (A) Know basic rules for sports played such as setting up to start, restarting, violating rules; and
- (B) Keep accurate score during a contest.

6.7 Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:

- (A) Participate in establishing rules, procedures, and etiquette that are safe and effective for specific activity situations;
- (B) Handle conflicts that arise with others without confrontation;
- (C) Identify and follow rules while playing sports and games;
- (D) Accept decisions made by game officials such as student, teachers, and officials outside the school;
- (E) Accept successes and performance limitations of self and others, exhibit appropriate behavior responses, and recognize that improvement is possible with appropriate practice; and
- (F) Modify games/activities to improve the game/activity.

Taught   Unit  
Golf

TEKS/SE and Alignment Objectives

6.1 Movement. The student demonstrates competency in movement patterns and proficiency in a few specialized movement forms. The student is expected to:

- (A) Perform locomotor skills in dynamic fitness, sport, and rhythmic activities;
- (C) Perform sequences that combine traveling, rolling, balancing, and weight transfer into smooth, flowing sequences; and
- (H) Strike a ball using a golf club or a hockey stick consistently so it travels in an intended direction and height.

6.2 Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:

- (A) Know what appropriate practice in static and dynamic setting, attention, and effort are required when learning movement skills;
- (B) Make appropriate changes in performance based on feedback to improve skills; and
- (C) Practice in ways that are appropriate for learning skills such as whole/part/whole, shorter practice distributed over time is better than one long session, or practicing is best in game-like conditions.

6.3 Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge. The student is expected to:

- (A) Identify opportunities in the school and community for regular participation in physical activity.

6.5 Physical activity and health. The student understands and applies safety practices associated with physical activities. The student is expected to:

- (A) Use equipment safely and properly;
- (B) Select and use appropriate attire that promotes participation and prevents injury; and
- (C) Include warm-up and cool-down procedures regularly during exercise; monitor potentially dangerous environmental conditions such as wind, cold, heat, and insects; and

6.6 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. The student is expected to:

- (A) Know basic rules for sports played such as setting up to start, restarting, violating rules; and
- (B) Keep accurate score during a contest.

6.7 Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:

- (A) Participate in establishing rules, procedures, and etiquette that are safe and effective for specific activity situations;
- (B) Handle conflicts that arise with others without confrontation;
- (C) Identify and follow rules while playing sports and games;
- (D) Accept decisions made by game officials such as student, teachers, and officials outside the school;
- (E) Accept successes and performance limitations of self and others, exhibit appropriate behavior responses, and recognize that improvement is possible with appropriate practice; and
- (F) Modify games/activities to improve the game/activity.

Taught   Unit  
Track

TEKS/SE and Alignment Objectives

6.2 Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:

(A) Know what appropriate practice in static and dynamic setting, attention, and effort are required when learning movement skills;

(B) Make appropriate changes in performance based on feedback to improve skills; and

(C) Practice in ways that are appropriate for learning skills such as whole/part/whole, shorter practice distributed over time is better than one long session, or practicing is best in game-like conditions.

6.3 Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge. The student is expected to:

(A) Identify opportunities in the school and community for regular participation in physical activity;

(B) Participate in moderate to vigorous health-related physical activities on a regular basis; and

6.4 Physical activity and health. The student knows the benefits from involvement is daily physical activity and factors that affect physical performance. The student is expected to:

(A) Describe selected long-term benefits of regular physical activity;

(B) Classify activities as being aerobic or anaerobic;

(C) Describe the effects of aerobic exercise on the heart and overall health;

(E) Identify each health-related fitness component and describe how participating in cardiovascular endurance, muscular strength and endurance, and flexibility actions impact personal fitness;

(G) Recognize the effects of substance abuse on personal health and performance in physical activity; and

(I) Recognize that idealized images of the human body and performance as presented by the media may not be appropriate to imitate.

6.5 Physical activity and health. The student understands and applies safety practices associated with physical activities. The student is expected to:

(A) Use equipment safely and properly;

(B) Select and use appropriate attire that promotes participation and prevents injury; and

(C) Include warm-up and cool-down procedures regularly during exercise; monitor potentially dangerous environmental conditions such as wind, cold, heat, and insects; and

(D) Identify potentially dangerous exercises and their adverse effects on the body.

6.6 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. The student is expected to:

- (A) Know basic rules for sports played such as setting up to start, restarting, violating rules; and
- (B) Keep accurate score during a contest.

6.7 Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:

- (A) Participate in establishing rules, procedures, and etiquette that are safe and effective for specific activity situations;
- (B) Handle conflicts that arise with others without confrontation;
- (C) Identify and follow rules while playing sports and games;
- (D) Accept decisions made by game officials such as student, teachers, and officials outside the school;
- (E) Accept successes and performance limitations of self and others, exhibit appropriate behavior responses, and recognize that improvement is possible with appropriate practice; and
- (F) Modify games/activities to improve the game/activity.

#### Equipment List:

Football: 2-4 footballs, 2 sets colored flags (game situation), cones (drills, playing field), stopwatch (drills, game time), air pump

Volleyball: 10-15 volleyballs, 2 nets with poles, scoring cards, stopwatch (drills, game time), air pump

Basketball: 10-15 basketballs, 2-4 sets colored jerseys (pennys) for game play, cones (drills), stopwatch (drills, game time), air pump

Hockey: 12 hockey sticks (includes 2 goalie sticks), 10-12 pucks, 2-4 sets colored jerseys (pennys) for game play, cones (drills, goals if needed), 2 goalie nets, stopwatch (drills, game time)

Golf: 10-15 clubs (7 thru 9 irons), 10-15 putters, practice balls (limited flight sponge balls), cones (targets), practice cups

(for putting), practice tees or carpet squares (for indoors)

Track: batons, cones (distance markers) stopwatch (drills, distance timing)

### Resources

See equipment section  
listed at end of document.

Resources

See equipment section  
listed at end of document.



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