

Texas Essential Knowledge and Skills for Physical Education

Physical Education Grade 6 Knowledge and Skills (SPARK 3-6 2007 Version)

Content Standards	Sample Activities	Unit
1. Movement - The student demonstrates competency in movement patterns and proficiency in a few specialized movement forms.		
A. Perform locomotor skills in dynamic fitness, sport, and rhythmic activities.	<ul style="list-style-type: none"> • Mini-Soccer • Mini-Hockey • Mini-Basketball 	<ul style="list-style-type: none"> • Soccer • Hockey • Basketball
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.	<ul style="list-style-type: none"> • Create A Game • 9-Grid Basketball • Mini-Volleyball 	<ul style="list-style-type: none"> • Softball • Basketball • Volleyball
C. Perform sequences that combine traveling, rolling, balancing, and weight transfer into smooth, flowing sequences	<ul style="list-style-type: none"> • Stunts and Tumbling Circuit • Create A Routine 	Stunts and Tumbling
D. Move in time to complex rhythmical patterns such as 3/4 time or 6/8 time.	<ul style="list-style-type: none"> • Create a Dance • Create a Routine • Aerobic Dance 	<ul style="list-style-type: none"> • Dance • Movement Bands • Group Fitness
E. Design and refine a jump rope routine to music.	Create a Routine	Jump Rope

Content Standards	Sample Activities	Unit
F. Throw a variety of objects demonstrating both accuracy and distance such as frisbee, softball, and basketball.	<ul style="list-style-type: none"> • Grid Passing • Corner to Corner Pass and Go • Air It Out 	<ul style="list-style-type: none"> • Basketball • Frisbee • Football
G. Strike a ball to a wall or a partner with a paddle/racquet using forehand and backhand strokes continuously.	<ul style="list-style-type: none"> • Stroke and Catch • Paddle Wall Ball • Paddle 2-Square 	Racquets and Paddles
H. Strike a ball using a golf club or a hockey stick consistently so it travels in an intended direction and height.	<ul style="list-style-type: none"> • Pass and Follow • Mini-Hockey 	Hockey
I. Hand and foot dribble while preventing an opponent from stealing the ball.	<ul style="list-style-type: none"> • Dribbling Drills • Round-Up • Hockey Hoopla 	<ul style="list-style-type: none"> • Basketball • Soccer • Hockey
J. Keep an object in the air without catching it in a small group such as volleyball and football.	<ul style="list-style-type: none"> • Group Passing Challenges • Passing Pairs • Mini-Volleyball 	Volleyball
K. Throw and catch a ball consistently while guarded by an opponent.	<ul style="list-style-type: none"> • Grid Passing • Air It Out • Quidditch 	<ul style="list-style-type: none"> • Basketball • Football • Aerobic Games

Content Standards	Sample Activities	Unit
2. Movement. The student applies movement concepts and principles to the learning and development of motor skills.		
A. Know that appropriate practice in static and dynamic setting, attention, and effort are required when learning movement skills.	<ul style="list-style-type: none"> • Stroke and Catch • Target Throw • Passing Drills 	<ul style="list-style-type: none"> • Racquets and Paddles • Softball • Basketball
B. Make appropriate changes in performance based on feedback to improve skills.	<ul style="list-style-type: none"> • Stroke and Catch • Target Throw • Passing Drills 	<ul style="list-style-type: none"> • Racquets and Paddles • Softball • Basketball
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.	<ul style="list-style-type: none"> • Learning the Stunts • Intro to Forearm Pass • 5, 6, 7, 8 	<ul style="list-style-type: none"> • Stunts and Tumbling • Volleyball • Dance

Content Standards	Sample Activities	Unit
3. Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge.		
A. Identify opportunities in the school and community for regular participation in physical activity.		Walk, Jog, Run
B. Participate in moderate to vigorous health-related physical activities on a regular basis.		Walk, Jog, Run
C. Establish and monitor progress toward appropriate personal fitness goals in each of the components of health-related fitness such as personal logs, group projects, and no space/or criterion referenced tests.	<ul style="list-style-type: none"> • Personal Best Day • Muscular Strength and Endurance • Mixed Fitness Circuit 	<ul style="list-style-type: none"> • Personal Best Day • Fitness Circuits • Fitness Circuits
D. Identify and know how to use technological tools used for measuring and monitoring fitness parameters such as computer programs, heart rate monitors, skin-fold calipers, and impedance testing equipment.	<ul style="list-style-type: none"> • Personal Best Day • Muscular Strength and Endurance • Mixed Fitness Circuit 	<ul style="list-style-type: none"> • Personal Best Day • Fitness Circuits • Fitness Circuits

Content Standards	Sample Activities	Unit
4. Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance.		
A. Describe selected long-term benefits of regular physical activity.	<ul style="list-style-type: none"> • Solo Aerobic Fitness Challenge • Muscular Strength and Endurance • Mixed Fitness Circuit 	<ul style="list-style-type: none"> • Walk, Jog, Run • Fitness Circuits • Fitness Circuits
B. Classify activities as being aerobic or anaerobic.	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges 	<ul style="list-style-type: none"> • Fitness Circuits • Fitness Challenges
C. Describe the effects of aerobic exercise on the heart and overall health.	<ul style="list-style-type: none"> • Moving Around the Track • Solo Aerobic Fitness Challenge • Walk/Jog Switcheroo 	<ul style="list-style-type: none"> • Map Challenges • Fitness Challenges • Walk, Jog, Run
D. Analyze effects of exercise on heart rate through the use of manual pulse checking and recovery rates, heart rate monitors, perceived exertion scales, and/or computer generated data.	<ul style="list-style-type: none"> • Moving Around the Track • Solo Aerobic Fitness Challenge • Walk/Jog Switcheroo 	<ul style="list-style-type: none"> • Map Challenges • Fitness Challenges • Walk, Jog, Run
E. Identify each health-related fitness component and describe how participating in cardiovascular endurance, muscular strength and endurance, and flexibility actions impact personal fitness.	<ul style="list-style-type: none"> • Solo Aerobic Fitness Challenge • Muscular Strength and Endurance • Mixed Fitness Circuit 	<ul style="list-style-type: none"> • Walk, Jog, Run • Fitness Circuits • Fitness Circuits
F. Identify specific foods that contain protein, vitamins, and minerals that are key elements to optimal body function.	Nutrition Integrations	All Units

Content Standards	Sample Activities	Unit
<p>G. Recognize the effects of substance abuse on personal health and performance in physical activity.</p>	<ul style="list-style-type: none"> • Personal Best Day • Muscular Strength and Endurance • Mixed Fitness Circuit 	<ul style="list-style-type: none"> • Personal Best Day • Fitness Circuits • Fitness Circuits
<p>H. Analyze ways outside influences affect decisions about care of the body such as alcohol and tobacco advertising and peer pressure.</p>	<ul style="list-style-type: none"> • Personal Best Day • Muscular Strength and Endurance • Mixed Fitness Circuit 	<ul style="list-style-type: none"> • Personal Best Day • Fitness Circuits • Fitness Circuits
<p>I. Recognize that idealized images of the human body and performance as presented by the media may not be appropriate to imitate.</p>	<ul style="list-style-type: none"> • Personal Best Day • Body Composition Circuit • Solo Aerobic Fitness Challenge • Fitness Grids 	<ul style="list-style-type: none"> • Personal Best Day • Fitness Circuits • Fitness Challenges • Fitness Circuits

Content Standards	Sample Activities	Unit
5. Physical activity and health. The student understands and applies safety practices associated with physical activities.		
A. Use equipment safely and properly.	<ul style="list-style-type: none"> • Batting Practice • Paddle Wallball • Defense! 	<ul style="list-style-type: none"> • Softball • Racquets and Paddles • Hockey
B. Select and use proper attire that promotes participation and prevents injury.	<ul style="list-style-type: none"> • Aerobic Dance • Sport Moves Aerobics • Bench Step Basics 	Group Fitness
C. Include warm-up and cool-down procedures regularly during exercise; monitor potentially dangerous environmental conditions such as wind, cold, heat, and insects; and recommend prevention and treatment.	<ul style="list-style-type: none"> • Fun and Flexibility with a Friend • Flexibility Circuit • Fitness Grids 	<ul style="list-style-type: none"> • Fitness Challenges • Fitness Circuits • Fitness Circuits
D. Identify potentially dangerous exercises and their adverse effects on the body.	<ul style="list-style-type: none"> • Mixed Fitness Circuits • Learning the Stunts 	<ul style="list-style-type: none"> • Fitness Circuits • Stunts and Tumbling
E. Explain water safety and basic rescue procedures.		

Content Standards	Sample Activities	Unit
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.		
A. Know basic rules for sports played such as setting up to start, restarting, and violating rules.	<ul style="list-style-type: none"> • Quidditch • Paddle Wall Ball • Mini-Volleyball 	<ul style="list-style-type: none"> • Aerobic Games • Racquets and Paddles • Volleyball
B. Keep accurate score during a contest.	<ul style="list-style-type: none"> • Quidditch • Mini-Volleyball • Create a Game 	<ul style="list-style-type: none"> • Aerobic Games • Volleyball • Softball

Content Standards	Sample Activities	Unit
7. Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings.		
A. Participate in establishing rules, procedures, and etiquette that are safe and effective for specific activity situations.	<ul style="list-style-type: none"> • Paddle Wall Ball • Learning the Stunts • Stunts and Tumbling Circuits 	<ul style="list-style-type: none"> • Racquets and Paddles • Stunts and Tumbling • Stunts and Tumbling
B. Handle conflicts that arise with others without confrontation.	<ul style="list-style-type: none"> • Partner Fun and Trust • Group Passing Challenges • Defense! 	<ul style="list-style-type: none"> • Cooperatives • Volleyball • Hockey
C. Identify and follow rules while playing sports and games.	<ul style="list-style-type: none"> • Quidditch • Paddle Wall Ball • Mini-Volleyball 	<ul style="list-style-type: none"> • Aerobic Games • Racquets and Paddles • Volleyball
D. Accept decisions made by game officials such as student, teachers, and officials outside the school.	All mini-games	<ul style="list-style-type: none"> • Basketball • Soccer • Softball
E. Accept successes and performance limitations of self and others, exhibit appropriate behavior responses, and recognize that improvement is possible with appropriate practice.	<ul style="list-style-type: none"> • Survivor Challenge • Group Juggling • Cooperative Volleyball 	<ul style="list-style-type: none"> • Fitness Challenges • Cooperative Games and Initiatives • Volleyball

Content Standards	Sample Activities	Unit
F. Modify games/activities to improve the game/activity.	<ul style="list-style-type: none"> • Create a Dance • Create a Routine • Create a Game 	<ul style="list-style-type: none"> • Dance • Movement Bands • Softball