

Physical Education

Grade 6

FIRST NINE WEEKS:

TEKS Subject: *Physical Education/Movement*

= ONGOING

Movement Patterns and Forms	District Focus and Resources
<ul style="list-style-type: none"> ❑ 6.1 Perform locomotor skills in dynamic fitness, sport, and rhythmic activities. (TEKS/SE)(6.1A) 	Team Sports ➤ Volleyball ➤ Football ➤ Kickball Individual Sport ➤ Four Square
<ul style="list-style-type: none"> ❑ 6.2 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. (TEKS/SE)(6.1B) 	
<ul style="list-style-type: none"> ❑ 6.3 Perform sequences that combine traveling, rolling, balancing, and weight transfer into smooth, flowing sequences. (TEKS/SE)(6.1C) 	
<ul style="list-style-type: none"> ❑ 6.6 Throw a variety of objects demonstrating both accuracy and distance such as frisbee, softball, and basketball. (TEKS/SE)(6.1F) 	Team Sports ➤ Football
<ul style="list-style-type: none"> ❑ 6.10 Keep an object in the air without catching it in a small group such as volleyball and football. (TEKS/SE)(6.1J) 	Team Sports ➤ Volleyball ➤ Football
<ul style="list-style-type: none"> ❑ 6.11 Throw and catch a ball consistently while guarded by an opponent. (TEKS/SE)(6.1K) 	Team Sports ➤ Football ➤ Kickball Individual Sport ➤ Four Square

Applies Movement Concepts	District Focus and Resources
<ul style="list-style-type: none"> ❑ 6.12 Know that appropriate practice in static and dynamic setting, attention, and effort are required when learning movement skills. (TEKS/SE)(6.2A) 	Team Sports ➤ Football ➤ Kickball Individual Sport ➤ Four Square
<ul style="list-style-type: none"> ❑ 6.13 Make appropriate changes in performance based on feedback to improve skills. (TEKS/SE)(6.2B) 	
<ul style="list-style-type: none"> ❑ 6.14 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. (TEKS/SE)(6.2C) 	

TEKS Subject: *Physical Education/Activity/Health*

Physically-Active Lifestyles	District Focus and Resources
<ul style="list-style-type: none"> ❑ 6.15 Identify opportunities in the school and community for regular participation in physical activity. (TEKS/SE)(6.3A) 	<p>Walk/Jog</p> <p>Physical Fitness Test</p>
<ul style="list-style-type: none"> ❑ 6.16 Participate in moderate to vigorous health-related physical activities on a regular basis. (TEKS/SE)(6.3B) 	
<ul style="list-style-type: none"> ❑ 6.17 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. (TEKS/SE)(6.3C) 	
<ul style="list-style-type: none"> ❑ 6.18 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. (TEKS/SE)(6.3D) 	

TEKS Subject: *Physical Education/Movement*

Physical Activity Factors	District Focus and Resources
<ul style="list-style-type: none"> ❑ 6.19 Describe selected long-term benefits of regular physical activity. (TEKS/SE)(6.4A) 	<p>Walk / Jog</p>
<ul style="list-style-type: none"> ❑ 6.20 Classify activities as being aerobic or anaerobic. (TEKS/SE)(6.4B) 	
<ul style="list-style-type: none"> ❑ 6.21 Describe the effects of aerobic exercise on the heart and overall health. (TEKS/SE)(6.4C) 	
<ul style="list-style-type: none"> ❑ 6.22 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. (TEKS/SE)(6.4D) 	
<ul style="list-style-type: none"> ❑ 6.23 Identify each health-related fitness component and describe how participating in cardiovascular endurance, muscular strength and endurance, and flexibility actions impact personal fitness. (TEKS/SE)(6.4E) 	

Safety Practices	District Focus and Resources
<ul style="list-style-type: none"> ❑ 6.28 Use equipment safely and properly. (TEKS/SE)(6.5A) 	<p>Team Sports</p> <ul style="list-style-type: none"> ➤ Football ➤ Kickball <p>Individual Sport</p> <ul style="list-style-type: none"> ➤ Four Square
<ul style="list-style-type: none"> ❑ 6.29 Select and use proper attire that promotes participation and prevents injury. (TEKS/SE)(6.5B) 	
<ul style="list-style-type: none"> ❑ 6.30 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. (TEKS/SE)(6.5C) 	
<ul style="list-style-type: none"> ❑ 6.31 Identify potentially dangerous exercises and their adverse effects on the body. (TEKS/SE)(6.5D) 	<p>Walk / Jog</p> <p>Individual Sport</p> <ul style="list-style-type: none"> ➤ Four Square <p>Walk / Jog</p>

TEKS Subject: *Physical Education/Social Development*

Structured Physical Activities	District Focus and Resources
<ul style="list-style-type: none"> ❑ 6.33 Know basic rules for sports played such as setting up to start, restarting, and violating rules. (TEKS/SE)(6.6A) 	Team Sports <ul style="list-style-type: none"> ➤ Football ➤ Kickball Individual Sport <ul style="list-style-type: none"> ➤ Four Square
<ul style="list-style-type: none"> ❑ 6.34 Keep accurate score during a contest. (TEKS/SE)(6.6B) 	

Social Skills	District Focus and Resources
<ul style="list-style-type: none"> ❑ 6.35 Participate in establishing rules, procedures, and etiquette that are safe and effective for specific activity situations. (TEKS/SE)(6.7A) 	Team Sports <ul style="list-style-type: none"> ➤ Football ➤ Kickball Individual Sport <ul style="list-style-type: none"> ➤ Four Square
<ul style="list-style-type: none"> ❑ 6.36 Handle conflicts that arise with others without confrontation. (TEKS/SE)(6.7B) 	
<ul style="list-style-type: none"> ❑ 6.37 Identify and follow rules while playing sports and games. (TEKS/SE)(6.7C) 	
<ul style="list-style-type: none"> ❑ 6.38 Accept decisions made by game officials such as student, teachers, and officials outside the school. (TEKS/SE)(6.7D) 	
<ul style="list-style-type: none"> ❑ 6.39 Accept successes and performance limitations of self and others, exhibit appropriate behavior responses, and recognize that improvement is possible with appropriate practice. (TEKS/SE)(6.7E) 	
<ul style="list-style-type: none"> ❑ 6.40 Modify games/activities to improve the game/activity. (TEKS/SE)(6.7F) 	

SECOND NINE WEEKS:

TEKS Subject: *Physical Education /Movement*

Movement Patterns and Forms	District Focus and Resources
<ul style="list-style-type: none"> ❑ 6.1 Perform locomotor skills in dynamic fitness, sport, and rhythmic activities. (TEKS/SE)(6.1A) 	Team Sports <ul style="list-style-type: none"> ➤ Soccer ➤ Floor Hockey ➤ Basketball
<ul style="list-style-type: none"> ❑ 6.2 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. (TEKS/SE)(6.1B) 	
<ul style="list-style-type: none"> ❑ 6.3 Perform sequences that combine traveling, rolling, balancing, and weight transfer into smooth, flowing sequences. (TEKS/SE)(6.1C) 	
<ul style="list-style-type: none"> ❑ 6.6 Throw a variety of objects demonstrating both accuracy and distance such as frisbee, softball, and basketball. (TEKS/SE)(6.1F) 	Team Sports <ul style="list-style-type: none"> ➤ Soccer ➤ Basketball
<ul style="list-style-type: none"> ❑ 6.8 Strike a ball using a golf club or a hockey stick consistently so it travels in an intended direction and height. (TEKS/SE)(6.1H) 	Team Sports <ul style="list-style-type: none"> ➤ Floor Hockey

<ul style="list-style-type: none"> ❑ 6.9 Hand and foot dribble while preventing an opponent from stealing the ball. (TEKS/SE)(6.1I) 	Team Sports <ul style="list-style-type: none"> ➤ Soccer ➤ Floor Hockey ➤ Basketball
<ul style="list-style-type: none"> ❑ 6.11 Throw and catch a ball consistently while guarded by an opponent.(TEKS/SE)(6.1K) 	Team Sports <ul style="list-style-type: none"> ➤ Basketball

Applies Movement Concepts	District Focus and Resources
<ul style="list-style-type: none"> ❑ 6.13 Make appropriate changes in performance based on feedback to improve skills. (TEKS/SE)(6.2B) 	Team Sports <ul style="list-style-type: none"> ➤ Soccer ➤ Floor Hockey ➤ Basketball
<ul style="list-style-type: none"> ❑ 6.14 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. (TEKS/SE)(6.2C) 	

TEKS Subject: *Physical Education/Activity/Health*

Physically Active Lifestyle	District Focus and Resources
<ul style="list-style-type: none"> ❑ 6.15 Identify opportunities in the school and community for regular participation in physical activity. (TEKS/SE)(6.3A) 	Team Sports <ul style="list-style-type: none"> ➤ Soccer ➤ Basketball Individual Sport <ul style="list-style-type: none"> ➤ Walk / Jog

Physical Activity Factors	District Focus and Resources
<ul style="list-style-type: none"> ❑ 6.19 Describe selected long-term benefits of regular physical activity. (TEKS/SE)(6.4A) 	Physical Fitness Walk / Jog Physical Fitness Test
<ul style="list-style-type: none"> ❑ 6.20 Classify activities as being aerobic or anaerobic. (TEKS/SE)(6.4B) 	
<ul style="list-style-type: none"> ❑ 6.21 Describe the effects of aerobic exercise on the heart and overall health. (TEKS/SE)(6.4C) 	
<ul style="list-style-type: none"> ❑ 6.22 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. (TEKS/SE)(6.4D) 	
<ul style="list-style-type: none"> ❑ 6.23 Identify each health-related fitness component and describe how participating in cardiovascular endurance, muscular strength and endurance, and flexibility actions impact personal fitness. (TEKS/SE)(6.4E) 	

Safety Practices	District Focus and Resources
<ul style="list-style-type: none"> ❑ 6.28 Use equipment safely and properly. (TEKS/SE)(6.5A) 	Team Sports <ul style="list-style-type: none"> ➤ Soccer ➤ Basketball ➤ Floor Hockey
<ul style="list-style-type: none"> ❑ 6.29 Select and use proper attire that promotes participation and prevents injury. (TEKS/SE)(6.5B) 	Team Sports <ul style="list-style-type: none"> ➤ Soccer ➤ Basketball ➤ Floor Hockey
<ul style="list-style-type: none"> ❑ 6.30 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. (TEKS/SE)(6.5C) 	Physical Fitness Walk / Jog Physical Fitness Test
<ul style="list-style-type: none"> ❑ 6.31 Identify potentially dangerous exercises and their adverse effects on the body. (TEKS/SE)(6.5D) 	

TEKS Subject: *Physical Education/Social Development*

Structured Physical Activities	District Focus and Resources
<ul style="list-style-type: none"> ❑ 6.33 Know basic rules for sports played such as setting up to start, restarting, and violating rules. (TEKS/SE)(6.6A) 	Team Sports <ul style="list-style-type: none"> ➤ Soccer ➤ Basketball ➤ Floor Hockey
<ul style="list-style-type: none"> ❑ 6.34 Keep accurate score during a contest. (TEKS/SE)(6.6B) 	

Social Skills	District Focus and Resources
<ul style="list-style-type: none"> ❑ 6.35 Participate in establishing rules, procedures, and etiquette that are safe and effective for specific activity situations. (TEKS/SE)(6.7A) 	
<ul style="list-style-type: none"> ❑ 6.36 Handle conflicts that arise with others without confrontation. (TEKS/SE)(6.7B) 	
<ul style="list-style-type: none"> ❑ 6.37 Identify and follow rules while playing sports and games. (TEKS/SE)(6.7C) 	
<ul style="list-style-type: none"> ❑ 6.38 Accept decisions made by game officials such as student, teachers, and officials outside the school. (TEKS/SE)(6.7D) 	
<ul style="list-style-type: none"> ❑ 6.39 Accept successes and performance limitations of self and others, exhibit appropriate behavior responses, and recognize that improvement is possible with appropriate practice. (TEKS/SE)(6.7E) 	
<ul style="list-style-type: none"> ❑ 6.40 Modify games/activities to improve the game/activity. (TEKS/SE)(6.7F) 	

THIRD NINE WEEKS:

TEKS Subject: *Physical Education/Movement*

Movement Patterns and Forms	District Focus and Resources
<input type="checkbox"/> 6.1 Perform locomotor skills in dynamic fitness, sport, and rhythmic activities. (TEKS/SE)(6.1A)	Team Sport ➤ Basketball
<input type="checkbox"/> 6.2 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. (TEKS/SE)(6.1B)	Individual Sport ➤ Aerobics ➤ Weight Training ➤ Track ➤ Jump Rope
<input type="checkbox"/> 6.3 Perform sequences that combine traveling, rolling, balancing, and weight transfer into smooth, flowing sequences. (TEKS/SE)(6.1C)	
<input type="checkbox"/> 6.4 Move in time to complex rhythmical patterns such as 3/4 time or 6/8 time. (TEKS/SE)(6.1D)	Individual Sport ➤ Aerobics
<input type="checkbox"/> 6.5 Design and refine a jump rope routine to music. (TEKS/SE)(6.1E)	Individual Sport ➤ Jump Rope
<input type="checkbox"/> 6.6 Throw a variety of objects demonstrating both accuracy and distance such as frisbee, softball, and basketball. (TEKS/SE)(6.1F)	Team Sport ➤ Basketball Individual Sport ➤ Track
<input type="checkbox"/> 6.9 Hand and foot dribble while preventing an opponent from stealing the ball. (TEKS/SE)(6.1I)	Team Sport ➤ Basketball
<input type="checkbox"/> 6.11 Throw and catch a ball consistently while guarded by an opponent. (TEKS/SE)(6.1K)	
<input type="checkbox"/>	

Applies Movement Concepts	District Focus and Resources
<input type="checkbox"/> 6.12 Know that appropriate practice in static and dynamic setting, attention, and effort are required when learning movement skills. (TEKS/SE)(6.2A)	Team Sport ➤ Basketball
<input type="checkbox"/> 6.13 Make appropriate changes in performance based on feedback to improve skills. (TEKS/SE)(6.2B)	Individual Sport ➤ Aerobics ➤ Weight Training ➤ Track ➤ Jump Rope
<input type="checkbox"/> 6.14 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. (TEKS/SE)(6.2C)	

TEKS Subject: *Physical Education/Activity/Health*

Physically Active Lifestyle	District Focus and Resources
<ul style="list-style-type: none"> ❑ 6.15 Identify opportunities in the school and community for regular participation in physical activity. (TEKS/SE)(6.3A) 	Team Sport <ul style="list-style-type: none"> ➤ Basketball Individual Sport <ul style="list-style-type: none"> ➤ Track
<ul style="list-style-type: none"> ❑ 6.16 Participate in moderate to vigorous health-related physical activities on a regular basis. (TEKS/SE)(6.3B) 	Team Sport <ul style="list-style-type: none"> ➤ Basketball Individual Sport <ul style="list-style-type: none"> ➤ Aerobics ➤ Weight Training ➤ Track ➤ Jump Rope
<ul style="list-style-type: none"> ❑ 6.17 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. (TEKS/SE)(6.3C) 	Team Sport <ul style="list-style-type: none"> ➤ Basketball Individual Sport <ul style="list-style-type: none"> ➤ Aerobics ➤ Weight Training ➤ Track ➤ Jump Rope Fitness <ul style="list-style-type: none"> ➤ Jog/Walk
<ul style="list-style-type: none"> ❑ 6.18 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. (TEKS/SE)(6.3D) 	Team Sport <ul style="list-style-type: none"> ➤ Basketball Individual Sport <ul style="list-style-type: none"> ➤ Aerobics ➤ Weight Training ➤ Track ➤ Jump Rope Fitness <ul style="list-style-type: none"> ➤ Jog/Walk

Physical Activity Factors	District Focus and Resources
<ul style="list-style-type: none"> ❑ 6.19 Describe selected long-term benefits of regular physical activity. (TEKS/SE)(6.4A) 	Physical Fitness <ul style="list-style-type: none"> ➤ Walk/Jog ➤ Physical Fitness Test
<ul style="list-style-type: none"> ❑ 6.20 Classify activities as being aerobic or anaerobic. (TEKS/SE)(6.4B) 	
<ul style="list-style-type: none"> ❑ 6.21 Describe the effects of aerobic exercise on the heart and overall health. (TEKS/SE)(6.4C) 	
<ul style="list-style-type: none"> ❑ 6.22 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. (TEKS/SE)(6.4D) 	
<ul style="list-style-type: none"> ❑ 6.23 Identify each health-related fitness component and describe how participating in cardiovascular endurance, muscular strength and endurance, and flexibility actions impact personal fitness. (TEKS/SE)(6.4E) 	

Safety Practices	District Focus and Resources
<ul style="list-style-type: none"> ❑ 6.28 Use equipment safely and properly.(TEKS/SE)(6.5A) 	Team Sport <ul style="list-style-type: none"> ➤ Basketball Individual Sport
<ul style="list-style-type: none"> ❑ 6.29 Select and use proper attire that promotes participation and prevents injury. (TEKS/SE)(6.5B) 	

<ul style="list-style-type: none"> ❑ 6.30 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. (TEKS/SE)(6.5C) 	<ul style="list-style-type: none"> ➤ Aerobics ➤ Weight Training ➤ Track ➤ Jump Rope
<ul style="list-style-type: none"> ❑ 6.31 Identify potentially dangerous exercises and their adverse effects on the body. (TEKS/SE)(6.5D) 	Fitness <ul style="list-style-type: none"> ➤ Run/Jog

TEKS Subject: *Physical Education/Social Development*

Structured Physical Activities	District Focus and Resources
<ul style="list-style-type: none"> ❑ 6.33 Know basic rules for sports played such as setting up to start, restarting, and violating rules. (TEKS/SE)(6.6A) 	Team Sport <ul style="list-style-type: none"> ➤ Basketball
<ul style="list-style-type: none"> ❑ 6.34 Keep accurate score during a contest. (TEKS/SE)(6.6B) 	Individual Sport <ul style="list-style-type: none"> ➤ Track

Social Skills	District Focus and Resources
<ul style="list-style-type: none"> ❑ 6.35 Participate in establishing rules, procedures, and etiquette that are safe and effective for specific activity situations. (TEKS/SE)(6.7A) 	Team Sport <ul style="list-style-type: none"> ➤ Basketball
<ul style="list-style-type: none"> ❑ 6.36 Handle conflicts that arise with others without confrontation. (TEKS/SE)(6.7B) 	
<ul style="list-style-type: none"> ❑ 6.37 Identify and follow rules while playing sports and games. (TEKS/SE)(6.7C) 	Individual Sport
<ul style="list-style-type: none"> ❑ 6.38 Accept decisions made by game officials such as student, teachers, and officials outside the school. (TEKS/SE)(6.7D) 	<ul style="list-style-type: none"> ➤ Aerobics ➤ Weight Training ➤ Track
<ul style="list-style-type: none"> ❑ 6.39 Accept successes and performance limitations of self and others, exhibit appropriate behavior responses, and recognize that improvement is possible with appropriate practice. (TEKS/SE)(6.7E) 	<ul style="list-style-type: none"> ➤ Jump Rope
<ul style="list-style-type: none"> ❑ 6.40 Modify games/activities to improve the game/activity. (TEKS/SE)(6.7F) 	

FOURTH NINE WEEKS:

TEKS Subject: *Physical Education /Movement*

Movement Patterns and Forms	District Focus and Resources
<ul style="list-style-type: none"> ❑ 6.1 Perform locomotor skills in dynamic fitness, sport, and rhythmic activities. (TEKS/SE)(6.1A) 	Team Sports <ul style="list-style-type: none"> ➤ Softball ➤ Kickball ➤ Volleyball
<ul style="list-style-type: none"> ❑ 6.2 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. (TEKS/SE)(6.1B) 	Individual Sport <ul style="list-style-type: none"> ➤ Badminton ➤ Tennis
<ul style="list-style-type: none"> ❑ 6.3 Perform sequences that combine traveling, rolling, balancing, and weight transfer into smooth, flowing sequences. (TEKS/SE)(6.1C) 	<ul style="list-style-type: none"> ➤ Frisbee

<ul style="list-style-type: none"> ❑ 6.6 Throw a variety of objects demonstrating both accuracy and distance such as frisbee, softball, and basketball. (TEKS/SE)(6.1F) 	Team Sports <ul style="list-style-type: none"> ➤ Softball ➤ Kickball
<ul style="list-style-type: none"> ❑ 6.7 Strike a ball to a wall or a partner with a paddle/racquet using forehand and backhand strokes continuously. (TEKS/SE)(6.1G) 	Individual Sport <ul style="list-style-type: none"> ➤ Badminton ➤ Tennis
<ul style="list-style-type: none"> ❑ 6.10 Keep an object in the air without catching it in a small group such as volleyball and football. (TEKS/SE)(6.1J) 	Team Sport <ul style="list-style-type: none"> ➤ Volleyball

Applies Movement Concepts	District Focus and Resources
<ul style="list-style-type: none"> ❑ 6.12 Know that appropriate practice in static and dynamic setting, attention, and effort are required when learning movement skills. (TEKS/SE)(6.2A) 	Team Sports <ul style="list-style-type: none"> ➤ Softball ➤ Kickball ➤ Volleyball
<ul style="list-style-type: none"> ❑ 6.13 Make appropriate changes in performance based on feedback to improve skills. (TEKS/SE)(6.2B) 	Individual Sport <ul style="list-style-type: none"> ➤ Badminton ➤ Tennis ➤ Frisbee
<ul style="list-style-type: none"> ❑ 6.14 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. (TEKS/SE)(6.2C) 	

TEKS Subject: *Physical Education/Activity/Health*

Physically Active Lifestyle	District Focus and Resources
<ul style="list-style-type: none"> ❑ 6.15 Identify opportunities in the school and community for regular participation in physical activity. (TEKS/SE)(6.3A) 	Team Sports <ul style="list-style-type: none"> ➤ Softball ➤ Volleyball Individual Sport <ul style="list-style-type: none"> ➤ Tennis ➤ Frisbee
<ul style="list-style-type: none"> ❑ 6.16 Participate in moderate to vigorous health-related physical activities on a regular basis. (TEKS/SE)(6.3B) 	Team Sports <ul style="list-style-type: none"> ➤ Softball ➤ Volleyball Individual Sport <ul style="list-style-type: none"> ➤ Tennis ➤ Frisbee Fitness <ul style="list-style-type: none"> ➤ Walk/Jog
<ul style="list-style-type: none"> ❑ 6.17 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. (TEKS/SE)(6.3C) 	Fitness <ul style="list-style-type: none"> ➤ Walk/Jog

Physical Activity Factors	District Focus and Resources
<ul style="list-style-type: none"> ❑ 6.19 Describe selected long-term benefits of regular physical activity. (TEKS/SE)(6.4A) 	Fitness <ul style="list-style-type: none"> ➤ Walk/Jog

<ul style="list-style-type: none"> ❑ 6.21 Describe the effects of aerobic exercise on the heart and overall health. (TEKS/SE)(6.4C) 	
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Safety Practices	District Focus and Resources
<ul style="list-style-type: none"> ❑ 6.28 Use equipment safely and properly. (TEKS/SE)(6.5A) 	Team Sports <ul style="list-style-type: none"> ➤ Softball ➤ Kickball ➤ Volleyball Individual Sport <ul style="list-style-type: none"> ➤ Badminton ➤ Tennis ➤ Frisbee Fitness <ul style="list-style-type: none"> ➤ Walk/Jog
<ul style="list-style-type: none"> ❑ 6.29 Select and use proper attire that promotes participation and prevents injury. (TEKS/SE)(6.5B) 	
<ul style="list-style-type: none"> ❑ 6.30 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. (TEKS/SE)(6.5C) 	
<ul style="list-style-type: none"> ❑ 6.31 Identify potentially dangerous exercises and their adverse effects on the body. (TEKS/SE)(6.5D) 	

TEKS Subject: *Physical Education/Social Development*

Structured Physical Activities	District Focus and Resources
<ul style="list-style-type: none"> ❑ 6.33 Know basic rules for sports played such as setting up to start, restarting, and violating rules. (TEKS/SE)(6.6A) 	Team Sports <ul style="list-style-type: none"> ➤ Softball ➤ Kickball ➤ Volleyball Individual Sport <ul style="list-style-type: none"> ➤ Badminton ➤ Tennis ➤ Frisbee
<ul style="list-style-type: none"> ❑ 6.34 Keep accurate score during a contest. (TEKS/SE)(6.6B) 	

Social Skills	District Focus and Resources
<ul style="list-style-type: none"> ❑ 6.35 Participate in establishing rules, procedures, and etiquette that are safe and effective for specific activity situations. (TEKS/SE)(6.7A) 	Team Sports <ul style="list-style-type: none"> ➤ Softball ➤ Kickball ➤ Volleyball Individual Sport <ul style="list-style-type: none"> ➤ Badminton ➤ Tennis ➤ Frisbee
<ul style="list-style-type: none"> ❑ 6.36 Handle conflicts that arise with others without confrontation. (TEKS/SE)(6.7B) 	
<ul style="list-style-type: none"> ❑ 6.37 Identify and follow rules while playing sports and games. (TEKS/SE)(6.7C) 	
<ul style="list-style-type: none"> ❑ 6.38 Accept decisions made by game officials such as student, teachers, and officials outside the school. (TEKS/SE)(6.7D) 	
<ul style="list-style-type: none"> ❑ 6.39 Accept successes and performance limitations of self and others, exhibit appropriate behavior responses, and recognize that improvement is possible with appropriate practice. (TEKS/SE)(6.7E) 	
<ul style="list-style-type: none"> ❑ 6.40 Modify games/activities to improve the game/activity. (TEKS/SE)(6.7F) 	