

# Physical Education, Grade 6

(a) Introduction.

- (1) Physical education is the foundation of a well-balanced curriculum. "It is an academic subject with a planned and sequential K-12 curriculum based on the national standards for physical education. Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. Supporting schools to establish daily physical education can provide students with the ability and confidence to be physically active for a lifetime" (Centers for Disease Control and Prevention (CDC), CDC Healthy Schools, May 2019).
  - (A) Physical education is designed to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. Physical education addresses the three domains of learning: cognitive skills related to the knowledge of movement, affective skills related to feelings and attitudes about movement, and psychomotor skills related to the manual or physical skills in movement literacy (SHAPE America, 2014, p. 4).
  - (B) Physically literate students have the ability to develop a lifetime of wellness. Physical literacy can be described as the ability to move with competence and confidence, to acquire knowledge and understanding, and to value and take responsibility for engagement in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person (Mandigo, Francis, Lodewyk & Lopez, 2012, and Whitehead, 2016).
  - (C) Research shows physical education is important to the development of the whole child and increases a lifetime of wellness. The Association for Supervision and Curriculum Development and the National Academy of Medicine support the belief that physical education, taught at a developmentally appropriate level, improves physical fitness and skill development, supports and improves academic achievement, reinforces self-discipline and teacher goal setting, reduces stress and increases blood flow to the brain, strengthens peer relationships, and improves self-confidence and self-esteem.
- (2) The physical education standards are categorized into five strands that are of equal importance and value. The movement patterns and movement skills strand guides the physically literate student in the development of fundamental movement patterns, spatial and body awareness, and rhythmic activities. The performance strategies strand guides the physically literate student in utilizing strategies in fundamental components of games, activities, and outdoor and recreational pursuits. The health, physical activity, and fitness strand encompasses health-related fitness, environmental awareness, and safety practices that guide students to a health-enhancing, physically active lifestyle. The physically literate student demonstrates skills and mechanics used during physical activity and analyzes data used during fitness performance. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The social and emotional health strand incorporates working with others, responding to class expectations, and applying self-management skills. The lifetime wellness strand engages students in physical activity for the purposes of self-expression, enjoyment, and challenge.

- (3) Quality physical education programs include a comprehensive curriculum, physical activity, safety policies, safe environments, qualified physical education specialists instructing the class, and student assessment and do not use physical activity as a form of punishment. Texas state law outlines state requirements that support these essential components. In accordance with state law, physical education curriculum and instruction must be sequential, developmentally appropriate, and designed to meet the needs of all students, including students with disabilities and of all physical ability levels. At least 50% of the physical education class must be used for actual student physical activity at a moderate or vigorous intensity level, which aligns with additional state requirements for a minimum number of minutes for moderate or vigorous physical activity in Kindergarten-Grade 8. Required student-to-teacher ratios of 45-to-1 ensure the proper supervision and safety of students in physical education classes, and school districts must identify how student safety will be maintained if that ratio is exceeded. State law also requires that school districts and charter schools annually assess the physical fitness of students in Grade 3 or higher who are enrolled in a physical education course.
- (4) Access to age-appropriate physical education equipment is essential to quality instruction. Basic, age-appropriate equipment for all students is imperative for the development of motor skills, manipulative skills, and eventually becoming a physically literate, lifelong learner. Without basic, age-appropriate equipment, students will not have the necessary experiences to become physically literate, lifelong learners. All equipment should be age appropriate for the grade levels to be taught. The term "age appropriate" means that the equipment must include a variety of sizes, weights, and textures to provide differentiated experiences for students of various ages and ability levels. Basic equipment for quality instruction includes, but is not limited to, the following: sports balls, including fleece balls, foam balls, tennis balls, beach balls, volleyballs, basketballs, soccer balls, footballs, baseballs, softballs, and unity balls; striking implements, including golf clubs, hockey sticks, baseball bats, pool noodles, tennis rackets, racquetball rackets, pickleball paddles, lollipop paddles, and ping pong paddles; goals for various sports, including soccer goals and basketball goals; nets and standards for a variety of sports, including volleyball, pickleball, badminton, and tennis; fitness-related equipment; other basic equipment, including scarves, bean bags, hula hoops, jump ropes, and scooters; classroom management equipment, including cones, mats, pinnies, poly spots, and ball inflators; and technology, including microphones, projectors, speakers, heart rate monitors, timers, and other technology appropriate for instruction.
- (5) In Grades 6-8 physical education, students apply sport concepts; recognize key elements for success; develop plans for health-related fitness, skill-related fitness, and skill improvement; apply knowledge of safety practices and self-management; and understand in greater detail the function of the body. Students learn to use technology to assist in measuring and monitoring personal performance. An emphasis is placed on opportunities for participation, activity choices, enjoyment, and challenge, both in and out of school.
- (6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and Skills Statements

- (1) Movement patterns and movement skills--locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate locomotor skills. The student is expected to:

- (A) perform a variety of locomotor skills and combinations during dynamic activities and games; and

Breakouts

- (i) perform a variety of locomotor skills during dynamic activities
- (ii) perform a variety of locomotor skills during games
- (iii) perform a variety of locomotor combinations during dynamic activities
- (iv) perform a variety of locomotor combinations during games

- (B) demonstrate correct jumping and landing technique during dynamic activities, game situations, and sports.

Breakouts

- (i) demonstrate correct jumping technique during dynamic activities
- (ii) demonstrate correct jumping technique during game situations
- (iii) demonstrate correct jumping technique during sports
- (iv) demonstrate correct landing technique during dynamic activities
- (v) demonstrate correct landing technique during game situations
- (vi) demonstrate correct landing technique during sports

- (2) Movement patterns and movement skills--non-locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate non-locomotor skills. The student is expected to:

- (A) demonstrate balance with control during dynamic activities and games; and

Breakouts

- (i) demonstrate balance with control during dynamic activities
- (ii) demonstrate balance with control during games

- (B) demonstrate proper body positioning, proficiency, footwork, and offensive and defensive skills during dynamic activities and games.

Breakouts

- (i) demonstrate proper body positioning during dynamic activities
- (ii) demonstrate proper proficiency during dynamic activities
- (iii) demonstrate proper footwork during dynamic activities
- (iv) demonstrate proper offensive skills during dynamic activities
- (v) demonstrate proper defensive skills during dynamic activities
- (vi) demonstrate proper body positioning during games
- (vii) demonstrate proper proficiency during games
- (viii) demonstrate proper footwork during games
- (ix) demonstrate proper offensive skills during games

- (x) demonstrate proper defensive skills during games
- (3) Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to:
- (A) demonstrate correct technique when throwing to a moving target;
    - Breakouts
      - (i) demonstrate correct technique when throwing to a moving target
  - (B) demonstrate correct catching technique from different levels and trajectories with a variety of objects;
    - Breakouts
      - (i) demonstrate correct catching technique from different levels with a variety of objects
      - (ii) demonstrate correct catching technique from different trajectories with a variety of objects
  - (C) demonstrate correct hand dribbling technique when changing both speed and direction while maintaining ball control;
    - Breakouts
      - (i) demonstrate correct hand dribbling technique when changing both speed and direction while maintaining ball control
  - (D) demonstrate correct foot dribbling technique with control while changing both speed and direction during dynamic activities and game situations;
    - Breakouts
      - (i) demonstrate correct foot dribbling technique with control while changing both speed and direction during dynamic activities
      - (ii) demonstrate correct foot dribbling technique with control while changing both speed and direction during game situations
  - (E) demonstrate correct technique in kicking and punting with accuracy during dynamic activities and lead-up games;
    - Breakouts
      - (i) demonstrate correct technique in kicking with accuracy during dynamic activities
      - (ii) demonstrate correct technique in kicking with accuracy during lead-up games
      - (iii) demonstrate correct technique in punting with accuracy during dynamic activities
      - (iv) demonstrate correct technique in punting with accuracy during lead-up games
  - (F) demonstrate correct technique in volleying to a target with control and accuracy;
    - Breakouts

- (i) demonstrate correct technique in volleying to a target with control
  - (ii) demonstrate correct technique in volleying to a target with accuracy
- (G) demonstrate correct technique when striking an object with speed, accuracy, force, and distance using a hand or handled implement during dynamic activities and lead-up games; and

Breakouts

- (i) demonstrate correct technique when striking an object with speed using a hand or handled implement during dynamic activities
  - (ii) demonstrate correct technique when striking an object with accuracy using a hand or handled implement during dynamic activities
  - (iii) demonstrate correct technique when striking an object with force using a hand or handled implement during dynamic activities
  - (iv) demonstrate correct technique when striking an object with distance using a hand or handled implement during dynamic activities
  - (v) demonstrate correct technique when striking an object with speed using a hand or handled implement during lead-up games
  - (vi) demonstrate correct technique when striking an object with accuracy using a hand or handled implement during lead-up games
  - (vii) demonstrate correct technique when striking an object with force using a hand or handled implement during lead-up games
  - (viii) demonstrate correct technique when striking an object with distance using a hand or handled implement during lead-up games
- (H) create and perform a jump rope routine using a variety of advanced skills.

Breakouts

- (i) create a jump rope routine using a variety of advanced skills
  - (ii) perform a jump rope routine using a variety of advanced skills
- (4) Movement patterns and movement skills--spatial and body awareness. The physically literate student demonstrates competency in spatial and body awareness including pathways, shapes, levels, speed, direction, and force. The student is expected to:

- (A) demonstrate the appropriate use of open space and closing space during dynamic activities, games, and sports; and

Breakouts

- (i) demonstrate the appropriate use of open space during dynamic activities
- (ii) demonstrate the appropriate use of open space during games
- (iii) demonstrate the appropriate use of open space during sports
- (iv) demonstrate the appropriate use of closing space during dynamic activities
- (v) demonstrate the appropriate use of closing space during games

- (vi) demonstrate the appropriate use of closing space during sports
- (B) apply speed, direction, and force with a long-handled implement during dynamic activities, games, and sports.

Breakouts

- (i) apply speed with a long-handled implement during dynamic activities
  - (ii) apply direction with a long-handled implement during dynamic activities
  - (iii) apply force with a long-handled implement during dynamic activities
  - (iv) apply speed with a long-handled implement during games
  - (v) apply direction with a long-handled implement during games
  - (vi) apply force with a long-handled implement during games
  - (vii) apply speed with a long-handled implement during sports
  - (viii) apply direction with a long-handled implement during sports
  - (ix) apply force with a long-handled implement during sports
- (5) Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations. The student is expected to perform rhythmic routines with intermediate steps and movement patterns

- (A) perform rhythmic routines with intermediate steps and movement patterns;

Breakouts

- (i) perform rhythmic routines with intermediate steps
  - (ii) perform rhythmic routines with intermediate movement patterns
- (6) Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:

- (A) demonstrate offensive and defensive strategies used in net or wall, invasion, target, striking, and fielding games;

Breakouts

- (i) demonstrate offensive strategies used in net or wall games
- (ii) demonstrate offensive strategies used in invasion games
- (iii) demonstrate offensive strategies used in target games
- (iv) demonstrate offensive strategies used in striking games
- (v) demonstrate offensive strategies used in fielding games
- (vi) demonstrate defensive strategies used in net or wall games
- (vii) demonstrate defensive strategies used in invasion games
- (viii) demonstrate defensive strategies used in target games
- (ix) demonstrate defensive strategies used in striking games

- (x) demonstrate defensive strategies used in fielding games
- (B) demonstrate combinations of locomotor, manipulative, and game skills in dynamic activities to achieve individual or team goals; and
  - Breakouts
    - (i) demonstrate combinations of locomotor, manipulative, and game skills in dynamic activities to achieve individual or team goals
- (C) demonstrate appropriate sporting behavior with teammates, opponents, and officials.
  - Breakouts
    - (i) demonstrate appropriate sporting behavior with teammates
    - (ii) demonstrate appropriate sporting behavior with opponents
    - (iii) demonstrate appropriate sporting behavior with officials
- (7) Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to participate in self-selected, organized outdoor recreational skills, activities, and games.
  - (A) participate in self-selected, organized outdoor recreational skills, activities, and games.
    - Breakouts
      - (i) participate in self-selected, organized outdoor recreational skills
      - (ii) participate in self-selected, organized outdoor recreational activities
      - (iii) participate in self-selected, organized outdoor recreational games
- (8) Health, physical activity, and fitness--fitness principles. The physically literate student demonstrates and recognizes a health-enhancing, physically active lifestyle. The student is expected to:
  - (A) describe the long-term benefits of moderate to vigorous physical activity on overall health and wellness;
    - Breakouts
      - (i) describe the long-term benefits of moderate to vigorous physical activity on overall health
      - (ii) describe the long-term benefits of moderate to vigorous physical activity on overall wellness
  - (B) describe the frequency, intensity, time, and type (FITT) principle and how it improves fitness in relation to aerobic and anaerobic activities; and
    - Breakouts
      - (i) describe the frequency, intensity, time, and type (FITT) principle
      - (ii) describe how it [the FITT principle] improves fitness in relation to aerobic activities
      - (iii) describe how it [the FITT principle] improves fitness in relation to anaerobic activities

- (C) describe health-related and skill-related fitness components and their impact on personal fitness.

Breakouts

- (i) describe health-related fitness components
- (ii) describe skill-related fitness components
- (iii) describe [health-related fitness components'] impact on personal fitness
- (iv) describe [skill-related fitness components'] impact on personal fitness

- (9) Health, physical activity, and fitness--analyze data. The physically literate student demonstrates competency in the ability to analyze data used during fitness performance. The student is expected to:

- (A) develop an individual fitness plan using personal fitness goals; and

Breakouts

- (i) develop an individual fitness plan using personal fitness goals

- (B) analyze results of fitness assessments to identify strategies for self-improvement.

Breakouts

- (i) analyze results of fitness assessments to identify strategies for self-improvement

- (10) Health, physical activity, and fitness--nutrition and hydration. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The student is expected to:

- (A) identify macronutrients, including carbohydrates, fats, and proteins, and examine their relationship to optimal physical performance; and

Breakouts

- (i) identify macronutrients, including carbohydrates
- (ii) identify macronutrients, including fats
- (iii) identify macronutrients, including proteins
- (iv) examine their [macronutrients', including carbohydrates'] relationship to optimal physical performance
- (v) examine their [macronutrients', including fats'] relationship to optimal physical performance
- (vi) examine their [macronutrients', including proteins'] relationship to optimal physical performance

- (B) identify how environmental temperature and humidity each contribute to dehydration and heat illness.

Breakouts

- (i) identify how environmental temperature contribute[s] to dehydration
- (ii) identify how environmental temperature contribute[s] to heat illness



- (iii) identify how environmental humidity contribute[s] to dehydration
- (iv) identify how environmental humidity contribute[s] to heat illness

(11) Health, physical activity, and fitness--environmental awareness and safety practices. The physically literate student demonstrates competency in environmental awareness and understands safety practices. The student is expected to:

- (A) perform, without cue, the selection and use of proper attire and safety equipment that promote safe participation and prevent injury in dynamic activities, games, and sports; and

Breakouts

- (i) perform, without cue, the selection of proper attire that promote[s] safe participation in dynamic activities
- (ii) perform, without cue, the selection of proper attire that promote[s] safe participation in games
- (iii) perform, without cue, the selection of proper attire that promote[s] safe participation in sports
- (iv) perform, without cue, the selection of proper safety equipment that promote[s] safe participation in dynamic activities
- (v) perform, without cue, the selection of proper safety equipment that promote[s] safe participation in games
- (vi) perform, without cue, the selection of proper safety equipment that promote[s] safe participation in sports
- (vii) perform, without cue, the use of proper attire that promote[s] safe participation in dynamic activities
- (viii) perform, without cue, the use of proper attire that promote[s] safe participation in games
- (ix) perform, without cue, the use of proper attire that promote[s] safe participation in sports
- (x) perform, without cue, the use of proper safety equipment that promote[s] safe participation in dynamic activities
- (xi) perform, without cue, the use of proper safety equipment that promote[s] safe participation in games
- (xii) perform, without cue, the use of proper safety equipment that promote[s] safe participation in sports
- (xiii) perform, without cue, the selection of proper attire that prevent[s] injury in dynamic activities
- (xiv) perform, without cue, the selection of proper attire that prevent[s] injury in games
- (xv) perform, without cue, the selection of proper attire that prevent[s] injury in sports

- (xvi) perform, without cue, the selection of proper safety equipment that prevent[s] injury in dynamic activities
  - (xvii) perform, without cue, the selection of proper safety equipment that prevent[s] injury in games
  - (xviii) perform, without cue, the selection of proper safety equipment that prevent[s] injury in sports
  - (xix) perform, without cue, the use of proper attire that prevent[s] injury in dynamic activities
  - (xx) perform, without cue, the use of proper attire that prevent[s] injury in games
  - (xxi) perform, without cue, the use of proper attire that prevent[s] injury in sports
  - (xxii) perform, without cue, the use of proper safety equipment that prevent[s] injury in dynamic activities
  - (xxiii) perform, without cue, the use of proper safety equipment that prevent[s] injury in games
  - (xxiv) perform, without cue, the use of proper safety equipment that prevent[s] injury in sports
- (B) perform, without cue, the correct safety precautions, including water, sun, cycling, skating, and scooter safety.

Breakouts

- (i) perform, without cue, the correct safety precautions, including water safety
- (ii) perform, without cue, the correct safety precautions, including sun safety
- (iii) perform, without cue, the correct safety precautions, including cycling safety
- (iv) perform, without cue, the correct safety precautions, including skating safety
- (v) perform, without cue, the correct safety precautions, including scooter safety

- (12) Social and emotional health--personal responsibility and self-management. The physically literate student demonstrates competency in personal responsibility. The student is expected to:

- (A) explain the importance of and accept responsibility for personal actions that affect self and others during game situations and sports;

Breakouts

- (i) explain the importance of accept[ing] responsibility for personal actions that affect self during game situations
- (ii) explain the importance of accept[ing] responsibility for personal actions that affect self during sports
- (iii) explain the importance of accept[ing] responsibility for personal actions that affect others during game situations
- (iv) explain the importance of accept[ing] responsibility for personal actions that affect others during sports

- (v) accept responsibility for personal actions that affect self during game situations
  - (vi) accept responsibility for personal actions that affect self during sports
  - (vii) accept responsibility for personal actions that affect others during game situations
  - (viii) accept responsibility for personal actions that affect others during sports
- (B) explain the importance of and demonstrate respect for differences and similarities in abilities of self and others during dynamic activities and lead-up games; and

Breakouts

- (i) explain the importance of respect[ing] differences in abilities of self and others during dynamic activities
  - (ii) explain the importance of respect[ing] differences in abilities of self and others during lead-up games
  - (iii) explain the importance of respect[ing] similarities in abilities of self and others during dynamic activities
  - (iv) explain the importance of respect[ing] similarities in abilities of self and others during lead-up games
  - (v) demonstrate respect for differences in abilities of self and others during dynamic activities
  - (vi) demonstrate respect for differences in abilities of self and others during lead-up games
  - (vii) demonstrate respect for similarities in abilities of self and others during dynamic activities
  - (viii) demonstrate respect for similarities in abilities of self and others during lead-up games
- (C) apply self-management skills to demonstrate self-control of impulses and emotions, without cue, during games, situations, and sports.

Breakouts

- (i) apply self-management skills to demonstrate self-control of impulses, without cue, during games
- (ii) apply self-management skills to demonstrate self-control of impulses, without cue, during situations
- (iii) apply self-management skills to demonstrate self-control of impulses, without cue, during sports
- (iv) apply self-management skills to demonstrate self-control of emotions, without cue, during games
- (v) apply self-management skills to demonstrate self-control of emotions, without cue, during situations

- (vi) apply self-management skills to demonstrate self-control of emotions, without cue, during sports

(13) Social and emotional health--resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to:

- (A) discuss the importance of and resolve conflict, without cue, in socially acceptable ways, and respond to winning and losing with dignity and understanding;

Breakouts

- (i) discuss the importance of resolv[ing] conflict in socially acceptable ways
- (ii) resolve conflict, without cue, in socially acceptable ways
- (iii) respond to winning with dignity
- (iv) respond to winning with understanding
- (v) respond to losing with dignity
- (vi) respond to losing with understanding

- (B) explain and demonstrate effective communication to enhance healthy interactions while settling disagreements; and

Breakouts

- (i) explain effective communication to enhance healthy interactions while settling disagreements
- (ii) demonstrate effective communication to enhance healthy interactions while settling disagreements

- (C) demonstrate empathy and mutual respect for the feelings of others.

Breakouts

- (i) demonstrate empathy for the feelings of others
- (ii) demonstrate mutual respect for the feelings of others

(14) Social and emotional health--perseverance. The physically literate student perseveres while addressing challenges. The student is expected to discuss the importance of accepting individual challenges and demonstrate self-management skills to persevere in a positive manner during game situations and sports.

- (A) discuss the importance of accepting individual challenges and demonstrate self-management skills to persevere in a positive manner during game situations and sports.

Breakouts

- (i) discuss the importance of accepting individual challenges to persevere in a positive manner during game situations
- (ii) discuss the importance of accepting individual challenges to persevere in a positive manner during sports

- (iii) demonstrate self-management skills to persevere in a positive manner during game situations
  - (iv) demonstrate self-management skills to persevere in a positive manner during sports
- (15) Social and emotional health--accepting and providing constructive feedback. The physically literate student accepts and provides constructive feedback. The student is expected to analyze feedback to make appropriate changes to improve performance.
  - (A) analyze feedback to make appropriate changes to improve performance.
    - Breakouts
      - (i) analyze feedback to make appropriate changes to improve performance
- (16) Lifetime wellness--application of lifetime wellness. The physically literate student identifies the value of lifetime wellness. The student is expected to:
  - (A) develop a plan using available technology to participate in moderate to vigorous physical activity for a sustained period of time on a regular basis; and
    - Breakouts
      - (i) develop a plan using available technology to participate in moderate to vigorous physical activity for a sustained period of time on a regular basis
  - (B) describe how participation in a variety of physical activities builds confidence and increases personal enjoyment.
    - Breakouts
      - (i) describe how participation in a variety of physical activities builds confidence
      - (ii) describe how participation in a variety of physical activities increases personal enjoyment