

**§116.22. Physical Education, Grade 6, Texas Essential Knowledge and Skills**

Name of Provider \_\_\_\_\_ Type of Activity \_\_\_\_\_

(Type an "x" in the box next to all that apply)

<b>(1) Movement. The student demonstrates competency in movement patterns and proficiency in a few specialized movement forms. The student is expected to:</b>	
<input type="checkbox"/>	(A) Perform Locomotor Skills in dynamic fitness, sport, and rhythmic activities;
<input type="checkbox"/>	(B) use relationships, level, 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;
<input type="checkbox"/>	(C) perform sequences that combine traveling, rolling, balancing, and weight transfer into smooth, flowing sequences;
<input type="checkbox"/>	(D) move in time to complex rhythmical patterns such as 3/4 time or 6/8 time;
<input type="checkbox"/>	(E) design and refine a jump rope routine to music;
<input type="checkbox"/>	(F) throw a variety of objects demonstrating both accuracy and distance such as frisbee, softball, and basketball;
<input type="checkbox"/>	(G) strike a ball to a wall or a partner with a paddle/racquet using forehand and backhand strokes continuously;
<input type="checkbox"/>	(H) strike a ball using a golf club or a hockey stick consistently so it travels in an intended direction and height
<input type="checkbox"/>	(I) hand and foot dribble while preventing an opponent from stealing the ball;
<input type="checkbox"/>	(J) keep an object in the air without catching it in a small group such as volleyball and football; and
<input type="checkbox"/>	(K) throw and catch a ball consistently while guarded by an opponent.
<b>(2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:</b>	
<input type="checkbox"/>	(A) know that appropriate practice in static and dynamic setting, attention, and effort are required when learning movement skills;
<input type="checkbox"/>	(B) make appropriate changes in performance based on feedback to improve skills; and
<input type="checkbox"/>	(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
<b>(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:</b>	
<input type="checkbox"/>	(A) identify opportunities in the school and community for regular participation in physical activity;
<input type="checkbox"/>	(B) participate in moderate to vigorous health-related physical activities on a regular basis;
<input type="checkbox"/>	(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; and
<input type="checkbox"/>	(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.
<input type="checkbox"/>	(E) select and use appropriate technology tools to evaluate, monitor, and improve physical development.
<b>(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:</b>	
<input type="checkbox"/>	(A) describe selected long-term benefits of regular physical activity;
<input type="checkbox"/>	(B) classify activities as being aerobic or anaerobic;
<input type="checkbox"/>	(C) describe the effect of aerobic exercise on the heart and overall health;
<input type="checkbox"/>	(D) analyze effects of exercise on heart rate through the use of manual pulse checking and recovery rates, heart rate monitors, perceived exertion scale, and /or computer generated data;
<input type="checkbox"/>	(E) identify each health-related fitness component and describe how participating in cardiovascular endurance, muscular strength and endurance, flexibility actions impact personal fitness;
<input type="checkbox"/>	(F) Identify specific foods that contain protein, vitamins, and minerals that are key elements to optimal body function;
<input type="checkbox"/>	(G) recognize the effects of substance abuse on personal health and performance in physical activity;
<input type="checkbox"/>	(H) analyze ways outside influence affect decisions about care of the body such as alcohol and tobacco advertising and peer pressure; and
<input type="checkbox"/>	(I) recognize that idealized images of the human body and performance as presented by the media may not be appropriate to imitate
<b>(5) Physical activity and health. The student understands and applies safety practices associated with physical activities. The student is expected to:</b>	
<input type="checkbox"/>	(A) use equipment safely and properly;
<input type="checkbox"/>	(B) select and use proper attire that promotes participation and prevents injury;
<input type="checkbox"/>	(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;
<input type="checkbox"/>	(D) identify potentially dangerous exercises and their adverse effects on the body; and
<input type="checkbox"/>	(E) explain water safety and basic rescue procedures
<b>(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:</b>	
<input type="checkbox"/>	(A) know basic rules for sports played such as setting up to start, restarting, violating rules; and
<input type="checkbox"/>	(B) keep accurate score during a contest.
<b>(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:</b>	
<input type="checkbox"/>	(A) participate in establishing rules, procedures, and etiquette that are safe and effective for specific activity situations;
<input type="checkbox"/>	(B) handle conflicts that arise with others without confrontation;
<input type="checkbox"/>	(C) identify and follow rules while playing sports and games;
<input type="checkbox"/>	(D) accept decisions made by game officials such as student, teachers, and officials outside the school;
<input type="checkbox"/>	(E) accept successes and performance limitations of self and others, exhibit appropriate behaviors responses, and recognize that improvement is possible with appropriate practice; and
<input type="checkbox"/>	(F) modify games/activities to improve the game/activity.

I certify that I have checked the boxes to accurately reflect the skills covered in my Off-Campus PE program.

Provider Signature \_\_\_\_\_