Sixth Grade Physical Education Overview
2026-2027

This document is designed to provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. This document supports families in understanding the learning goals for the course and how students will demonstrate what they know and are able to do. The overview offers suggestions or possibilities to reinforce learning at home.

Included at the end of this document, you will find:

- A glossary of curriculum components
- The content area instructional model
- Parent resources for this content area
- Link to PE TEKS

Physical Education Process Standards: Physical education does not have process standards, but we do have TEKS that run across subject areas. The student uses these standards to acquire and demonstrate physical education understanding.

- 6.1 Movement patterns and movement skills--locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate locomotor skills.
- 6.3 Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills.
- 6.6 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.
- 6.7 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.
- 6.8 Health, physical activity, and fitness-fitness principles. The physically literate student demonstrates and recognizes a health-enhancing, physically active lifestyle.
- 6.13 Social and emotional health--resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction.
- 6.16 Lifetime wellness--application of lifetime wellness. The physically literate student identifies the value of lifetime wellness.

Grading Period 1-4

Unit 1: Physical Fitness Estimated Date Range: All year

Unit Overview: Students will be introduced to a variety of fitness activities that focus on moderate to vigorous physical fitness. Students will improve their social skills, fitness levels and motor skills through participation in physical activity. Students will participate in enjoyable activities that will promote lifelong fitness. **Big Ideas:**

- Moderate to vigorous physical activity refers to the intensity of a person's workout. A moderate intensity workout is described as a person being able to talk but not sing due to the intensity of their workout. A vigorous intensity is described as a person's workout intensity being so hard, that you are unable to have a verbal conversation with peers.
- Participating in regular moderate to vigorous physical activity to increase your heart rate and move oxygen through your body. Health benefits include losing weight, maintaining weight, reduced risk of cardiovascular disease, reduced risk for diabetes and stronger muscles and bones.
- It is recommended that a person participate in at least 75-150 minutes a week of moderate to vigorous physical activity each week.
- Setting personal fitness goals motivate students to work hard to get to a desired fitness level. Goals are a reminder of what you are working hard to achieve.
- Proper attire is important when participating in physical activity to minimize risk of injury to yourself and others. Proper attire increases the amount of time you participate in continuous physical activity.

Essential Questions

- How do I know I am participating in moderate to vigorous physical activity?
- Why should students participate in moderate to vigorous physical activity?
- How much moderate to vigorous physical activity should a person include into their life?
- Why do we set personal fitness goals?
- How does wearing the correct attire in physical education class benefit students?

At Home Connections

- Ask your child list some moderate to vigorous activities.
- Ask your child perform push-ups and curl ups with correct form.
- Ask your child to complete a 20 minute fitness activity.

Concepts within Unit #1	Success Criteria for this Unit
Concept #1: Fitnessgram Testing 6.8, 6.9, 6.8A, 6.8B, 6.8C, 6.9A, 6.9B, 6.16, 6.16A, 6.16B	I will participate in moderate to vigorous physical activities. I will finish at least 50 on the Pacer. I will complete 7-10 pushups with correct form. I will complete 18-70 curl-ups in the healthy fitness zone.
Concept #2: Daily Physical Fitness 6.7, 6.8, 6.9, 6.8A, 6.8B, 6.8C, 6.9A, 6.9B, 6.16, 6.16A, 6.16B	I will participate in moderate to vigorous physical activities. I will complete 20 minutes of a fitness video. I will complete a 20-minute walk/jog. I will complete 10 fitness stations correctly.

Unit 2: Volleyball Estimated Time Range: 3-4 Weeks

Unit Overview: Students will be introduced to the game of volleyball. Students will be given a brief history of the sport of volleyball, learn the basic rules and game concepts. Basic volleyball skills of passing, setting, serving and hitting will be introduced to students. Students will have time in class to practice these skills. Students will participate in skill specific games, lead up games and finish the unit with an organized tournament **Big Ideas:**

- Students will be able to successfully participate in a group activity once they understand the rules, procedures and strategies of that group activity or team sport.
- It is important that each element of a skill be performed in the correct sequence, with the right force and with correct timing.
- Understanding the strategies of a sport allow students to work together to figure out what they need to do, who will be responsible for each task and how we will know we have completed our task.
- A teammate must coordinate movements with purposeful body position, correct balance, weight transfer and correct reasoning to collaboratively work together to score points or complete choreography.

Essential Questions

- How does knowing the rules, procedures and strategies of a sport or group activity affect participation in that activity?
- Why are the critical elements of a skill taught?
- Why do teammates work together to coordinate movements?
- How does understanding sport strategies improve personal and team performance?

At Home Connections

- Ask your child to tell you about the rules of volleyball.
- Ask your child to demonstrate passing and serving a volleyball.
- Ask your child to pass a volleyball back and forth with you.

Concepts within Unit #2	Success Criteria for this Unit
Concept #1: Fundamental Skill Development 6.1, 6.2,.6.3, 6.4, 6.1A, 6.1B, 6.2A, 6.2B, 6.3F, 6.3G, 6.4A, 6.8A, 6.8C	I will demonstrate the proper form for serving a volleyball overhead. I will demonstrate how to pass a volleyball with correct form. I will pass a volleyball with correct form to a target. I will demonstrate how to set a volleyball with correct form. I will demonstrate how to hit a volleyball over the net and inbounds with correct form.
Concept #2: Sport Rules and Strategy 6.6, 6.6A, 6.6B, 6.6C, 6.8A, 6.8C	I will describe basic rules and the objective of a volleyball game. I will describe how my team will set up to start a volleyball game. I will describe the different positions on the volleyball court and their role. I will keep score correctly. I will describe how to keep score in a volleyball game. I will describe how it is determined who will serve and when it switches. I will set up a volleyball game so that the class can start playing. I will describe when a team rotates and when a new server is supposed To serve. I will respect the calls the officials make and not argue with them.
Concept #3: Social Development 6.12, 6.13, 6.14, 6.15, 6.12A, 6.12B, 6.12C, 6.13A, 6.13B, 6.13C	I will explain how my personal actions can affect the game I will demonstrate self-control during the games. I will demonstrate effective communication while settling disagreements. I will discuss the importance of accepting individual challenges. I will persevere in a positive manner. I will encourage others to perform their best. I will analyze feedback and make appropriate changes to improve performance.

Unit 3: Zone Football

Estimated Time Range: 3-4 Weeks

Unit Overview:

Students will be introduced to the game of zone football. Students will be given a brief history of the sport of zone football and learn the basic rules and game concepts. Basic zone football skills of passing/throwing and catching will be introduced to students. Students will have time in class to practice these skills. Students will participate in skill specific games, lead up games and finish the unit with an organized tournament. **Big Ideas:**

- Students will be able to successfully participate in a group activity once they understand the rules, procedures and strategies of that group activity or team sport.
- It is important that each element of a skill be performed in the correct sequence, with the right force and with correct timing.
- Understanding the strategies of a sport allow students to work together to figure out what they need to do, who will be responsible for each task and how we will know we have completed our task.
- A teammate must coordinate movements with purposeful body position, correct balance, weight transfer and correct reasoning to collaboratively work together to score points or complete choreography.

Essential Questions

- How does knowing the rules, procedures and strategies of a sport or group activity affect participation in that activity?
- Why are the critical elements of a skill taught?
- Why do teammates work together to coordinate movements?
- How does understanding sport strategies improve personal and team performance?

At Home Connections

- Ask your child to explain the game of zone football.
- Ask your child to demonstrate proper throwing and catching form.
- Ask your child to play catch with a football with you or a friend.

Concepts within Unit #3	Success Criteria for this Unit
Concept #1: Fundamental Skill Development 6.1, 6.2,.6.3, 6.4, 6.1A, 6.1B, 6.2A, 6.2B, 6.3A, 6.3B, 6.3E, 6.4A, 6.8A, 6.8C	I will demonstrate the proper form for throwing a football. I will demonstrate how to catch a football with correct form. I will demonstrate playing defense correctly and not allowing the player I am guarding to catch a pass or score. I will listen to my coach and make suggested improvements to my skill form.
Concept #2: Sport Rules and Strategy 6.6, 6.6A, 6.6B, 6.6C, 6.8A, 6.8C	I will describe basic rules and the objective of a zone football game. I will describe how my team will set up to start a zone football game. I will describe the different positions on a zone football team and their role. I will keep score correctly. I will describe how a zone football games starts. I will describe how it is determined when the team that has possession of the ball changes. I will set up at zone football game so that the class can start playing. I will respect the calls officials make and not argue with them.
Concept #3: Social Development 6.12, 6.13, 6.14, 6.15, 6.12A, 6.12B, 6.12C, 6.13A, 6.13B, 6.13C	I will explain how my personal actions can affect the game I will demonstrate self-control during the games. I will demonstrate effective communication while settling disagreements. I will discuss the importance of accepting individual challenges. I will persevere in a positive manner. I will encourage others to perform their best. I will analyze feedback and make appropriate changes to improve performance.

Unit 4: Flag Football Estimated

Time Range: 3-4 Weeks

Unit Overview: Students will be introduced to the game of flag football. Students will be given a brief history of the sport of flag football, learn the basic rules and game concepts. Basic flag football skills of passing/throwing and catching will be introduced to students. Students will have time in class to practice these skills. Students will participate in skill specific games, lead up games and finish the unit with an organized tournament.

Big Ideas:

- Students will be able to successfully participate in a group activity once they understand the rules, procedures and strategies of that group activity or team sport.
- It is important that each element of a skill be performed in the correct sequence, with the right force and with correct timing.
- Understanding the strategies of a sport allow students to work together to figure out what they need to do, who will be responsible for each task and how we will know we have completed our task.
- A teammate must coordinate movements with purposeful body position, correct balance, weight transfer and correct reasoning to collaboratively work together to score points or complete choreography.

Essential Questions

- How does knowing the rules, procedures and strategies of a sport affect participation in that activity?
- Why are the critical elements of a skill taught?
- Why do teammates work together to coordinate movements?
- How does understanding sport strategies improve personal and team performance?

At Home Connections

- Ask your child to explain the game of flag football.
- Ask your child to demonstrate proper throwing and catching form.
- Ask your child to play catch with a football with you or a friend.

Concepts within Unit #4	Success Criteria for this Unit
Concept #1: Fundamental Skill Development 6.1, 6.2,.6.3, 6.4, 6.1A, 6.1B, 6.2A, 6.2B, 6.3F, 6.3G, 6.4A, 6.8A, 6.8C	I will demonstrate the proper form for throwing a football. I will demonstrate how to catch a football with correct form. I will demonstrate playing defense correctly and not allowing the player I am guarding to catch a pass or score. I will describe how to pull a flag from a player's belt correctly.
Concept #2: Sport Rules and Strategy 6.6, 6.6A, 6.6B, 6.6C, 6.8A, 6.8C	I will keep score correctly. I will describe how a point is earned and how many points a team gets when they score. I will describe basic rules and the objective of a flag football game. I will describe how my team will set up to start a flag football game. I will describe the different positions on a flag football team. I will describe how to keep score in a flag football game. I will describe how it is determined when the team that has possession of the ball changes. I will use players strengthens and help those that need help so that the team is successful. I will respect the calls officials make and not argue with them.
Concept #3: Social Development 6.12, 6.13, 6.14, 6.15, 6.12A, 6.12B, 6.12C, 6.13A, 6.13B, 6.13C	I will explain how my personal actions can affect the game I will demonstrate self-control during the games. I will demonstrate effective communication while settling disagreements. I will discuss the importance of accepting individual challenges. I will persevere in a positive manner. I will encourage others to perform their best. I will analyze feedback and make appropriate changes to improve performance.

Unit 5: Basketball Estimated Time Range: 3-4 Weeks

Unit Overview: Students will be introduced to the game of basketball. Students will be given a brief history of the sport of basketball, learn the basic rules and game concepts. Basic basketball skills of passing, dribbling, and shooting will be introduced to students. Students will have time in class to practice these skills. Students will participate in skill specific games, lead up games and finish the unit with an organized tournament.

Big Ideas:

- Students will be able to successfully participate in a group activity once they understand the rules, procedures and strategies of that group activity or team sport.
- It is important that each element of a skill be performed in the correct sequence, with the right force and with correct timing.
- Understanding the strategies of a sport allow students to work together to figure out what they need to do, who will be responsible for each task and how we will know we have completed our task.
- A teammate must coordinate movements with purposeful body position, correct balance, weight transfer and correct reasoning to collaboratively work together to score points or complete choreography.

Essential Questions

- How does knowing the rules, procedures and strategies of a sport affect participation in that activity?
- Why are the critical elements of a skill taught?
- Why do teammates work together to coordinate movements?
- How does understanding sport strategies improve personal and team performance?

At Home Connections

- Ask your child to explain the game of basketball.
- Ask your demonstrate dribbling with each hand.
- Ask your child to demonstrate shooting a basketball from different areas on the court.

Concepts within Unit #5	Success Criteria for this Unit
Concept #1: Fundamental Skill Development 6.1, 6.2,.6.3, 6.4, 6.1A, 6.1B, 6.2A, 6.2B, 6.3A, 6.3B,6.3C, 6.4A, 6.8A, 6.8C	I will demonstrate the proper form to dribble a basketball with my right and left hand under control. I will demonstrate how to bounce pass a basketball to a partner with correct form. I will demonstrate how to chest pass a basketball to a partner with correct form. I will demonstrate how to shoot a basketball with correct form.
Concept #2: Sport Rules and Strategy 6.6, 6.6A, 6.6B, 6.6C, 6.8A, 6.8C	I will describe basic rules and the objective of a basketball game. I will describe how my team will set up to start a basketball game. I will describe how a basketball game starts. I will describe the different positions on a basketball team and their role. I will keep score correctly. I will describe how to keep score in a basketball game. I will describe how it is determined when the team that has possession of the ball changes. I will set up at basketball game so that the class can start playing. I will describe when a team sets up on offense and defense. I will describe the different shots a player can take and how many points each is worth.

Concept #3: Social Development 6.12, 6.13, 6.14, 6.15, 6.12A, 6.12B, 6.12C, 6.13A, 6.13B, 6.13C	I will explain how my personal actions can affect the game I will demonstrate self-control during the games. I will demonstrate effective communication while settling disagreements. I will discuss the importance of accepting individual challenges. I will persevere in a positive manner. I will encourage others to perform their best. I will analyze feedback and make appropriate changes to improve performance.

Unit 6: Soccer

Estimated Time Range: 3-4 Weeks

Unit Overview: Students will be introduced to the game of soccer. Students will be given a brief history of the sport of soccer, learn the basic rules and game concepts. Basic soccer skills of passing, dribbling, and shooting will be introduced to students. Students will have time in class to practice these skills. Students will participate in skill specific games, lead up games and finish the unit with an organized tournament. **Big Ideas:**

- Students will be able to successfully participate in a group activity once they understand the rules, procedures and strategies of that group activity or team sport.
- It is important that each element of a skill be performed in the correct sequence, with the right force and with correct timing.
- Understanding the strategies of a sport allow students to work together to figure out what they need to do, who will be responsible for each task and how we will know we have completed our task.
- A teammate must coordinate movements with purposeful body position, correct balance, weight transfer and correct reasoning to collaboratively work together to score points or complete choreography.

Essential Questions

- How does knowing the rules, procedures and strategies of a sport or group activity affect participation in that activity?
- Why are the critical elements of a skill taught?
- Why do teammates work together to coordinate movements?
- How does understanding sport strategies improve personal and team performance?

At Home Connections

- Ask your child to explain the game of soccer.
- Ask your child to demonstrate dribbling a soccer ball with each foot.
- Ask your child to demonstrate passing and shooting a soccer ball.

Concepts within Unit #6	Success Criteria for this Unit
Concept #1: Fundamental Skill Development 6.1, 6.2,.6.3, 6.4, 6.1A, 6.1B, 6.2A, 6.2B, 6.3D, 6.3E, 6.4A, 6.8A, 6.8C	I will demonstrate the proper form to dribble a soccer ball with my right and left foot under control. I will demonstrate how to pass a soccer ball to a partner with correct form. I will demonstrate how to shoot a soccer ball with correct form. I will describe correct defensive position for playing soccer.

Concept #2: Sport Rules and Strategy 6.6, 6.6A, 6.6B, 6.6C, 6.8A, 6.8C	I will describe how to keep score in a soccer game. I will describe basic rules and the objective of a soccer game. I will describe how my team will set up to start a soccer game. I will describe how a soccer game starts. I will describe the different positions on a soccer team and their role. I will keep score correctly. I will describe the difference of a corner kick and a throw in. I will describe the correct way to make a throw in. I will describe what happens when a team commits a "handball". I will set up at soccer game so that the class can start playing. I will describe when a team sets up on offense and defense. I will describe the different shots a player can take.
Concept #3: Social Development 6.12, 6.13, 6.14, 6.15, 6.12A, 6.12B, 6.12C, 6.13A, 6.13B, 6.13C	I will explain how my personal actions can affect the game I will demonstrate self-control during the games. I will demonstrate effective communication while settling disagreements. I will discuss the importance of accepting individual challenges. I will persevere in a positive manner. I will encourage others to perform their best. I will analyze feedback and make appropriate changes to improve performance.

Unit 7: Team Ball

Estimated Time Range: 3-4 Weeks

Unit Overview: Students will be introduced to the game of TEAMBALL. Student will be given a description of how the sport was developed, learn the basic rules and game concepts. Flag football skills of pulling flags, throwing and catching will be introduced to students. Student will have time in class to practice these skills. Students will participate in skill specific games, lead up games and finish the unit with an organized tournament.

Big Ideas:

- Students will be able to successfully participate in a group activity once they understand the rules, procedures and strategies of that group activity or team sport.
- It is important that each element of a skill be performed in the correct sequence, with the right force and with correct timing.
- Understanding the strategies of a sport allow students to work together to figure out what they need to do, who will be responsible for each task and how we will know we have completed our task.
- A teammate must coordinate movements with purposeful body position, correct balance, weight transfer and correct reasoning to collaboratively work together to score points or complete choreography.

Essential Questions

- How does knowing the rules, procedures and strategies of a sport or group activity affect participation in that activity?
- Why are the critical elements of a skill taught?
- Why do teammates work together to coordinate movements?
- How does understanding sport strategies improve personal and team performance?

At Home Connections

- Ask your child to explain the game of Team Ball.
- Ask your child to throw the ball to you.
- Ask your child to shoot the ball with correct form.

Concepts within Unit #7	Success Criteria for this Unit
Concept #1: Fundamental Skill Development 6.1, 6.2,.6.3, 6.4, 6.1A, 6.1B, 6.2A, 6.2B, 6.3A, 6.3B, 6.4A, 6.8A, 6.8C	I will demonstrate the proper form to catching a Team Ball under control. I will demonstrate how to pass the ball to a partner with correct form. I will demonstrate how to shoot to score points with correct form. I will demonstrate playing defense correctly and not allowing the player I am guarding to score or get past me. I will describe how to pull flags correctly in Team Ball. I will wear my flag belt correctly when playing Team Ball.
Concept #2: Sport Rules and Strategy 6.6, 6.6A, 6.6B, 6.6C, 6.8A, 6.8C	I will demonstrate the proper form to catching a Team Ball under control. I will demonstrate how to pass the ball to a partner with correct form. I will demonstrate how to shoot to score points with correct form. I will demonstrate playing defense correctly and not allowing the player I am guarding to score or get past me. I will describe how to pull flags correctly in Team Ball. I will wear my flag belt correctly when playing Team Ball. I will describe how my team will set up to start a Team Ball game.
	I will describe how a Team Ball game starts. I will describe the different positions on a Team Ball team and their role. I will keep score correctly. I will describe how to keep score in a Team Ball game. I will describe how it is determined when the team that has possession of the ball changes. I will describe what "Goal Tending" means.
Concept #3: Social Development 6.12, 6.13, 6.14, 6.15, 6.12A, 6.12B, 6.12C, 6.13A, 6.13B, 6.13C	I will explain how my personal actions can affect the game I will demonstrate self-control during the games. I will demonstrate effective communication while settling disagreements. I will discuss the importance of accepting individual challenges. I will persevere in a positive manner. I will encourage others to perform their best. I will analyze feedback and make appropriate changes to improve performance.

Unit 8: Olympics

Estimated Time Range: 3-4 Weeks

Unit Overview: Students will form groups and participate in a variety of team activities. Students will improve their social skills, fitness levels and motor skills through participation in different "Olympic" activities. The purpose of this unit is to promote physical activity by having students participate in various types of fun team activities that require students to work together as a team and have fun. **Big Ideas:**

- Participating in "Olympic" activities introduces students to activities that require them to work as a team and have fun while being physically active.
- "Olympic" activities provide students with the opportunity to socialize with their peers and form friendships.
- It is important to wear the proper attire when participating in physical activity so that you do not injure yourself or others. Selecting proper attire also increases the number of minutes you participate in continuous moderate to vigorous physical activity, because you take less breaks to adjust attire that should not be worn during physical activity.

Essential Questions

- Why should students participate in fun team games?
- How do various fun activities develop social skills?
- How does wearing the correct attire in physical education class benefit students?

At Home Connections

- Ask your child for an example of an Olympic game.
- Play a version of an Olympic game with your child.

Concepts within Unit #8	Success Criteria for this Unit
Concept #1: Olympic Activities 6.1, 6.2,.6.3, 6.4, 6.1A, 6.1B, 6.2A, 6.2B, 6.3F, 6.3G, 6.4A, 6.8A, 6.8C	I will describe how to determine if I am participating at a moderate to vigorous physically active level. I will participate in PE Olympic Games by following the rules and trying my best. I will encourage my teammates to do their best and cheer them on. I will include all the students on my team, making sure everyone gets a turn.
Concept #3: Social Development 6.12, 6.13, 6.14, 6.15, 6.12A, 6.12B, 6.12C, 6.13A, 6.13B, 6.13C	I will explain how my personal actions can affect the game I will demonstrate self-control during the games. I will demonstrate effective communication while settling disagreements. I will discuss the importance of accepting individual challenges. I will persevere in a positive manner. I will encourage others to perform their best. I will analyze feedback and make appropriate changes to improve performance.

Unit 9: Ultimate Frisbee

Estimated Time Range: 3-4 Weeks

Unit Overview: Students will be introduced to the game of Ultimate Frisbee. Student will be given a description of how the sport was developed, learn the basic rules and Ultimate Frisbee game concepts. l skills of throwing and catching a Frisbee will be introduced to students. Student will have time in class to practice these skills. Students will participate in skill specific games, lead up games and finish the unit with an organized tournament.

Big Ideas:

- Students will be able to successfully participate in a group activity once they understand the rules, procedures and strategies of that group activity or team sport.
- It is important that each element of a skill be performed in the correct sequence, with the right force and with correct timing.
- Understanding the strategies of a sport allow students to work together to figure out what they need to do, who will be responsible for each task and how we will know we have completed our task.
- A teammate must coordinate movements with purposeful body position, correct balance, weight transfer and correct reasoning to collaboratively work together to score points or complete choreography.

Essential Questions

- How does knowing the rules, procedures and strategies of a sport or group activity affect participation in that activity?
- Why are the critical elements of a skill taught?
- Why do teammates work together to coordinate movements?
- How does understanding sport strategies improve personal and team performance?

At Home Connections

- Ask your child to explain the game of Ultimate Frisbee.
- Ask your child to throw a Frisbee with proper form.
- Ask your child to catch a Frisbee with proper form.

Concepts within Unit #9	Success Criteria for this Unit
Concept #1: Fundamental Skill Development 6.1, 6.2,.6.3, 6.4, 6.1A, 6.1B, 6.2A, 6.2B, 6.3A, 6.3B, 6.4A, 6.8A, 6.8C	I will demonstrate the proper form for catching a Frisbee. I will describe how to hold a Frisbee correctly. I will demonstrate how to throw a Frisbee to a partner with correct form.
Concept #2: Sport Rules and Strategy 6.6, 6.6A, 6.6B, 6.6C, 6.8A, 6.8C	I will describe basic rules and the objective of an Ultimate Frisbee game. I will describe how my team will set up to start an Ultimate Frisbee game. I will describe the different positions on an Ultimate Frisbee team and their role. I will keep score correctly. I will describe how points are earned. I will describe how to keep score in an Ultimate Frisbee game. I will describe how it is determined when the team that has possession of the frisbee changes. I will describe and set up an Ultimate Frisbee game so that the class can start playing. I will describe when a team sets up on offense and defense.

Concept #3: Social Development 6.12, 6.13, 6.14, 6.15, 6.12A, 6.12B, 6.12C, 6.13A, 6.13B, 6.13C	I will explain how my personal actions can affect the game I will demonstrate self-control during the games. I will demonstrate effective communication while settling disagreements. I will discuss the importance of accepting individual challenges. I will persevere in a positive manner. I will encourage others to perform their best. I will analyze feedback and make appropriate changes to improve performance.

Unit 10: Track & Field Estimated Time Range: 3-4 Weeks

Unit Overview: In this unit, students will be introduced the sport of Track & Field. Students will learn proper running form, the dimensions of the track and where races start and end. Students will be introduced to sprinters, mid-long distance, throwing events and jumping events. **Big Ideas:**

- Students will be able to successfully participate in a group activity once they understand the rules, procedures and strategies of that group activity or team sport.
- It is important that each element of a skill be performed in the correct sequence, with the right force and with correct timing.

Essential Questions

- Why do students need to understand rules, procedures, and safety practices?
- Why are the critical elements of a skill taught?

At Home Connections

- Ask your child to tell you about different events in track and field.
- Ask your child to demonstrate proper running for 100m dash.
- Ask your child to demonstrate their favorite field event.

Concepts within Unit #10	Success Criteria for this Unit
Concept #1: Running Events 6.1, 6.2,.6.3, 6.4, 6.1A, 6.1B, 6.2A, 6.2B, 6.4A, 6.8A, 6.8C	I will describe how a team earns points in track. I will identify and describe track running events. I will describe and demonstrate how to use a running block correctly. I will demonstrate how to run the 100-meter dash correctly. I will describe and demonstrate how to run a relay. I will demonstrate how to hand a baton off to another runner. I will describe where all track running events end. I will describe how to know here each track running events starts. I will describe how many meters one lap, two laps, three laps and four laps around the track equal.
Concept #2: Field Events 6.1, 6.2,.6.3, 6.4, 6.1A, 6.1B, 6.2A, 6.2B, 6.4A, 6.8A, 6.8C	I will identify and describe track field events. I will describe and demonstrate how to correctly long jump. I will describe and demonstrate how to correctly triple jump. I will describe and demonstrate how to jump a hurdle with correct form. I will describe and demonstrate how to throw a shot put with correct form. I will describe and demonstrate how to throw a discus with correct form.

Concept #3: Social Development 6.12, 6.13, 6.14, 6.15, 6.12A, 6.12B, 6.12C, 6.13A, 6.13B, 6.13C	I will explain how my personal actions can affect the game I will demonstrate self-control during the games. I will demonstrate effective communication while settling disagreements. I will discuss the importance of accepting individual challenges. I will persevere in a positive manner. I will encourage others to perform their best. I will analyze feedback and make appropriate changes to improve performance.

Unit 11: Tennis Estimated Time Range: 3-4 Weeks

Unit Overview: Students will be introduced to the game of tennis. Student will be given a brief history of the sport of tennis, learn the basic rules and game concepts. Basic tennis skills of serving and striking will be introduced to students. Student will have time in class to practice these skills. Students will participate in skill specific games, lead up games and finish the unit with an organized tournament. **Big Ideas:**

- Students will be able to successfully participate in a group activity once they understand the rules, procedures and strategies of that group activity or team sport.
- It is important that each element of a skill be performed in the correct sequence, with the right force and with correct timing.
- Understanding the strategies of a sport allow students to work together to figure out what they need to do, who will be responsible for each task and how we will know we have completed our task.
- A teammate must coordinate movements with purposeful body position, correct balance, weight transfer and correct reasoning to collaboratively work together to score points or complete choreography.

Essential Questions

- How does knowing the rules, procedures and strategies of a sport or group activity affect participation in that activity?
- Why are the critical elements of a skill taught?
- Why do teammates work together to coordinate movements?
- How does understanding sport strategies improve personal and team performance?

At Home Connections

- Ask your child to explain the game of tennis.
- Ask your child to demonstrate how to use a forehand stroke and a backhand stroke.
- Ask your child to demonstrate how to serve in tennis.

Concepts within Unit #11	Success Criteria for this Unit
Concept #1: Fundamental Skill Development 6.1, 6.2,.6.3, 6.4, 6.1A, 6.1B, 6.2A, 6.2B, 6.3F, 6.3G, 6.4A, 6.4B, 6.8A, 6.8C	I will demonstrate how to serve a tennis ball with correct form. I will demonstrate a forehand stroke with correct form. I will demonstrate a backhand stroke with correct form. I will listen to my coach and try my best make the changes they tell me to.
Concept #2: Sport Rules and Strategy 6.6, 6.6A, 6.6B, 6.6C, 6.8A, 6.8C	I will describe the rules and objective of a tennis game/match. I will describe the different positions on the tennis court and their role. I will keep score correctly. I will follow all game rules when participating in a tennis game. I will describe how it is determined who will serve and when it switches. I will set up at tennis so that the class can start playing. I will list at least two ways a point can be earned. I will recognize when a team/player has won or lost.

Concept #3: Social Development 6.12, 6.13, 6.14, 6.15, 6.12A, 6.12B, 6.12C, 6.13A, 6.13B, 6.13C	I will explain how my personal actions can affect the game I will demonstrate self-control during the games. I will demonstrate effective communication while settling disagreements. I will discuss the importance of accepting individual challenges. I will persevere in a positive manner. I will encourage others to perform their best. I will analyze feedback and make appropriate changes to improve performance.

Unit 12: PE Games

Estimated Time Range: 3-4 Weeks

Unit Overview: Students will form groups and participate in a variety of team activities. Students will improve their social skills, fitness levels and motor skills through participation in different PE Games. The purpose of this unit is to promote physical activity by having students participate in various types of fun team activities that require students to work together as a team and have fun.

Big Ideas:

- Participating in PE Games introduces students to activities that require them to work as a team and have fun while being physically active.
- PE Games provide students with the opportunity to socialize with their peers and form friendships.
- It is important to wear the proper attire when participating in physical activity so that you do not injure yourself or others. Selecting proper attire also increases the number of minutes you participate in continuous moderate to vigorous physical activity, because you take less breaks to adjust attire that should not be worn during physical activity.

Essential Questions

- Why should students participate in fun team games?
- How do various fun activities develop social skills?
- How does wearing the correct attire in physical education class benefit students?

At Home Connections

- Ask your child to describe their favorite PE game.
- Ask your child to play a PE game with you or friends.

Concepts within Unit #12	Success Criteria for this Unit
Concept #1: PE Games 6.1, 6.2,.6.3, 6.4, 6.1A, 6.1B, 6.2A, 6.2B, 6.3A, 6.3B, 6.3C, 6.3D, 6.3E, 6.3F, 6.3G, 6.4A, 6.4B, 6.8A, 6.8C	I will describe how to determine if I am participating at a moderate to vigorous physical activity level. I will describe the PE Game rules. I will follow the rules when playing a PE Game. I will describe how to keep score for the PE Game. I will describe the PE Game common rule violations.
Concept #3: Social Development 6.12, 6.13, 6.14, 6.15, 6.12A, 6.12B, 6.12C, 6.13A, 6.13B, 6.13C	I will explain how my personal actions can affect the game I will demonstrate self-control during the games. I will demonstrate effective communication while settling disagreements. I will discuss the importance of accepting individual challenges. I will persevere in a positive manner. I will encourage others to perform their best. I will analyze feedback and make appropriate changes to improve performance.

Unit 13: Spongeball

Estimated Time Range: 3-4 Weeks

Unit Overview: Students will be introduced to the game of Spongeball. Students will be given a brief history of the sport of Spongeball, learn the basic rules and game concepts. Basic Spongeball skills of throwing, catching, and dodging will be introduced to students. Students will have time in class to practice these skills. Students will participate in skill specific games, lead up games and finish the unit with an organized tournament.

Big Ideas:

- Students will be able to successfully participate in a group activity once they understand the rules, procedures and strategies of that group activity or team sport.
- It is important that each element of a skill be performed in the correct sequence, with the right force and with correct timing.
- Understanding the strategies of a sport allow students to work together to figure out what they need to do, who will be responsible for each task and how we will know we have completed our task.
- A teammate must coordinate movements with purposeful body position, correct balance, weight transfer and correct reasoning to collaboratively work together to score points or complete choreography.

Essential Questions

- How does knowing the rules, procedures and strategies of a sport or group activity affect participation in that activity?
- Why are the critical elements of a skill taught?
- Why do teammates work together to coordinate movements?
- How does understanding sport strategies improve personal and team performance?

At Home Connections

- Ask your child to tell you about the game of Spongeball.
- If possible, play a version of Spongeball with your child.

Concepts within Unit #13	Success Criteria for this Unit
Concept #1: Fundamental Skill Development 6.1, 6.2,.6.3, 6.4, 6.1A, 6.1B, 6.2A, 6.2B, 6.3A, 6.3B, 6.4A, 6.8A, 6.8C	I will demonstrate how to catch a Spongeball with correct form. I will demonstrate how to throw a Spongeball with correct form. I will jump with correct form during a Spongeball game. I will demonstrate how to dodge a Spongeball. I will throw for accuracy so that I can become a better thrower. I will attempt to catch balls during the game, to become better at catching a ball.
Concept #2: Sport Rules and Strategy 6.6, 6.6A, 6.6B, 6.6C, 6.8A, 6.8C	I will describe how a team wins a Spongeball game. I will describe common Spongeball rule violations. I will participate in a Spongeball game keep while following all the rules. I will set up a Spongeball game. I will describe when I am out, or another player is out. I will keep score correctly during a Spongeball game. I will describe why each team is throwing balls at the other team. I will set up a Spongeball game so that the class can start a game. I will list at least two ways a student can get out in a Spongeball game. I will describe what happens when a player catches a ball.

Concept #3: Social Development 6.12, 6.13, 6.14, 6.15, 6.12A, 6.12B, 6.12C, 6.13A, 6.13B, 6.13C	I will explain how my personal actions can affect the game I will demonstrate self-control during the games. I will demonstrate effective communication while settling disagreements. I will discuss the importance of accepting individual challenges. I will persevere in a positive manner. I will encourage others to perform their best. I will analyze feedback and make appropriate changes to improve performance.

Unit 14: Creative Movement/Dance

Estimated Time Range: 3-5 Weeks

Unit Overview: Students will be introduced to the creative movement unit. Students will pick a group and an appropriate song to design creative movements to. Student will have time in class to practice and choreograph these movements. Students will perform their movements for the class. **Big Ideas:**

- Most songs are broken up into segments called 8-counts. Each of these segments is measured in counts of eight beats, or how long it would take to count out "1, 2, 3, 4, 5, 6, 7, 8" in a rhythmic fashion. When one eight is reached, dancers start over from one and a new segment begins. This is continued throughout the song.
- It is important that students practice each element of a skill in the correct sequence, with the right force and with correct timing. Everyone in the group must know the movement steps and be on the same beat. Practice is essential.
- A teammate must coordinate movements with purposeful body position, correct balance, weight transfer and correct reasoning to collaboratively work together to score points or complete choreography.

Essential Questions

- Why are songs choreographed using eight counts?
- How do students prepare of a performance?

At Home Connections

- Ask your child to tell you about the benefits of a physical activity such as dance.
- Ask your child to show you their dance and give them some feedback.

Concepts within Unit #14	Success Criteria for this Unit
Concept #1: Creative Movement Design 6.1, 6.2,.6.3, 6.4, 6.5, 6.1A, 6.1B, 6.2A, 6.2B, 6.3H, 6.4A, 6.8A, 6.8C	I will describe the different parts of a song. I will describe the sequence that I will create movements to each part of my song. I will describe why we create creative to parts of a song instead of the entire song. I will design creative movements to the eight counts of a song. I will work with my group to create and practice sequences of creative movements to the eight counts of a song.
Concept #2: Creative Movement Presentation 6.1, 6.2,.6.3, 6.4, 6.5, 6.1A, 6.1B, 6.2A, 6.2B, 6.3H, 6.4A, 6.8A, 6.8C	I will design creative movements to the eight counts of a song. I will work with my group to create and practice sequences of creative movements to the eight counts of a song. I will perform creative movements for at least 1 1/2 minutes of a song. I will describe the importance of practicing my dance with my group as much as possible.

Concept #3: Social Development 6.12, 6.13, 6.14, 6.15, 6.12A, 6.12B, 6.12C, 6.13A, 6.13B, 6.13C	I will explain how my personal actions can affect the game I will demonstrate self-control during the games. I will demonstrate effective communication while settling disagreements. I will discuss the importance of accepting individual challenges. I will persevere in a positive manner. I will encourage others to perform their best. I will analyze feedback and make appropriate changes to improve performance.

Unit 15: Sports Prep Estimated

Time Range: 3-5 Weeks

Unit Overview: Students will be provided information about the UIL Sports offered by FBISD at the middle school level. Students will be provided an overview of what FBISD requires for a student to try-out for and participate in middle school sports. Students will participate in skill specific games and lead up games specific to the UIL Sports offered by all FBISD middle schools.

Big Ideas:

- Students will be eligible to try-out for a sport offered by their middle school campus if they have a completed and cleared up to date athletic physical turned in to the coaches and all Rank One District forms completed via the FBISD Website.
- Students in an athletic period are required to participate in physical activity that exceeds the requirements of a general physical education class. A student must complete all forms required for participation in a sport in order to be in the athletic period.
- The Athletic Department determines the sports offered to females and males based on the school calendar and other resources. Basketball, track & field, tennis and soccer are offered to both male and female students. Additionally, football is offered to male students and volleyball is offered to female students.
- It is important that each element of a skill be performed in the correct sequence, with the right force and with correct timing.
- Understanding the strategies of a sport allow students to work together to figure out what they need to do, who will be responsible for each task and how we will know we have completed our task.

Essential Questions

- How does a student prepare tryout for a sport offered by their middle school?
- Why is an athletic physical required for a student to be in the campus athletic period?
- Why are only certain sports are offered at all FBISD middle schools?
- How does knowing how to perform basic sport fundamentals prepare you for tryouts.
- How does understanding sport strategies improve personal and team performance?

At Home Connections

- Ask your child to talk to you about the sports they would like to try out for in 7th grade.
- Ask your child to inform you about forms and requirements for tryouts.

Concepts within Unit #15	Success Criteria for this Unit
Concept #1: Intro to Sports Skills 6.1, 6.2,.6.3, 6.4, 6.1A, 6.1B, 6.2A, 6.2B, 6.3A, 6.3B, 6.3C, 6.3D, 6.3E, 6.3F, 6.3G, 6.4A, 6.4B, 6.8A, 6.8C	I will describe the requirements for trying out for a middle school sport in FBISD. I will know that an athletic physical is required to try-out for FBISD sport teams. I will know that all online Rank One forms are required to try-out for FBISD sport teams. I will know an athletic physical is required to be in an athletic period. I will describe what is expected of all FBISD athletes. I will demonstrate skills from a variety of sports to prepare for future tryouts.
Concept #2: Sport Rules and Strategy 6.6, 6.6A, 6.6B, 6.6C, 6.8A, 6.8C	I will demonstrate skills from a variety of sports to prepare for future tryouts.
Concept #2: Social Development 6.12, 6.13, 6.14, 6.15, 6.12A, 6.12B, 6.12C, 6.13A, 6.13B, 6.13C	I will describe the importance of passing my classes. I will describe the importance of behaving in all areas of the school. I will describe the importance of respecting ourselves, our peers and adults on campus. I will explain how my personal actions can affect the game I will demonstrate self-control during the games. I will demonstrate effective communication while settling disagreements. I will discuss the importance of accepting individual challenges. I will persevere in a positive manner. I will encourage others to perform their best. I will analyze feedback and make appropriate changes to improve performance.

Glossary of Curriculum Components

Overview– The content in this document provides an overview of the pacing and concepts covered in a subject for the year.
TEKS – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.
Unit Overview – The unit overview provides a brief description of the concepts covered in each unit. **Concept** – A subtopic of the main topic of the unit
Success Criteria – a description of what it looks like to be successful in this concept

Parent Resources

The following resources provide parents with ideas to support students in physical education understanding.

Resource	How it supports parents and students
Fitnessgram	Youth fitness measurement standards and activities
CATCH	Age-appropriate games and physical activities

Instructional Model

The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.

Instruction in physical education should include moderate to vigorous physical activity for at least 50% of the class. The teacher will start class with a 5–7 minute warm-up activity. Then the teacher will "engage" the students. This includes the teacher making connections with students' prior knowledge to pre-assess what students know about the topic, skill or concept of the day. The next 5-10 minutes will be the "learning experience", at this time the teacher will teach new information, skills and/or concepts. The next 20-25 minutes include time for the students to practice the information, skill or concept they have learned. This is the "guided practice" stage. The last 2-3 minutes of class will be used to cool the students' heart rate down and recapture what the students learned and make connections to the next lesion.