

# Physical Education, Grade 6

**Time on Task:** 3.5 hours per week

**Course Philosophy:**

Physical education teaches students to make wise choices about the care and fitness of the body as the temple of God. Students learn to treat others with love and respect in Christian sportsmanship and acquire an understanding of competition in the light of God’s word. God wants us to find, develop and use our gifts to serve and glorify His name (I Corinthians 12:1-11)

**Course Description:**

In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the life span.

<p><b>Goals and Objectives</b>  <b>Texas Essential Knowledge and Skills (TEKS)</b></p> <p><b>§116.22. Physical Education, Grade 6.</b>  <b>(a) Introduction.</b></p> <p>(1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the life span.</p> <p>(2) In Grades 6-8, students understand in greater detail the function of the body, learn to measure their own performance more accurately, and develop plans for improvement. They learn to use technology such as heart rate monitors to assist in measuring and monitoring their own performance. Identifying the types of activities that provide them with enjoyment and challenge and that will encourage them to be physically active throughout life is reinforced during instruction in these grades.</p>	<p><b>Scope and Sequence</b></p> <ul style="list-style-type: none"> <li>• Build strength, flexibility, and respiratory endurance</li> <li>• Team sports development</li> <li>• Stabilize sport skills</li> <li>• Build total fitness</li> <li>• Evaluate body composition</li> <li>• Describe muscular strength and muscular endurance</li> <li>• Learn the five components of fitness</li> <li>• Develop increased flexibility</li> <li>• Find a regular activity routine</li> <li>• List healthy habits</li> <li>• Aerobic and anaerobic processes in the body</li> <li>• Describe body systems</li> </ul>	<p><b>Spiritual Goals</b>  <b>God’s intended purpose for physical education:</b></p> <ol style="list-style-type: none"> <li>1. To understand that physical achievement and fitness is of value to God and evident in Scripture.</li> <li>2. To develop an appreciation for athletic competition by realizing it provides many pictures of the Christian life. <i>“Not that I have already attained, or am already perfected; but I press on, that I may hold of that for which Christ Jesus has also laid hold of me...I press toward the goal for the prize of the upward call of God in Jesus Christ.”</i></li> <li>3. To realize the value of teamwork through consideration of others.</li> <li>4. To be able to accept criticism and profit by it.</li> <li>5. To have the ability to lose gracefully.</li> <li>6. To know that self-discipline and</li> </ol>
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	<ul style="list-style-type: none"> <li>• Learn to use fitness equipment appropriately</li> <li>• Participate in daily activities that are part of the five components</li> </ul> <p><b>Units Taught</b></p> <ul style="list-style-type: none"> <li>• Sports <ul style="list-style-type: none"> <li>○ VB – Volleyball</li> <li>○ BB – Basketball</li> <li>○ FB – Football</li> <li>○ SR – Soccer</li> <li>○ SB – Softball</li> <li>○ R – Racket Sports</li> <li>○ G – Games</li> <li>○ D – Dance</li> <li>○ Tumbling</li> </ul> </li> <li>• Miscellaneous <ul style="list-style-type: none"> <li>○ MS – Motor Skills/Movement</li> <li>○ T – Teamwork</li> <li>○ H – Health</li> <li>○ F – Fitness, General Exercise</li> <li>○ B – Ball Handling</li> <li>○ J – Juggling</li> <li>○ SY – Safety</li> <li>○ SC – Social Skills</li> <li>○ P – Patterns/Rhythms</li> <li>○ JR – Jump Rope</li> <li>○ PS - Parachute</li> <li>○ C – Cardiorespiratory</li> <li>○ BC – Body Composition</li> <li>○ Tag</li> <li>○ CM – Classroom Management</li> </ul> </li> </ul>	<p>persistence is essential for success.</p> <ol style="list-style-type: none"> <li>7. To understand that obedience to the rules of the game must be learned.</li> <li>8. To recognize that God sets standards for our activities that are distinct from the secular world.</li> <li>9. To appreciate that God expects us to look after our bodies He has given us by keeping ourselves pure.</li> <li>10. To appreciate and develop the physical gifts and abilities God has given us and to understand that all gifts, physical and spiritual, come from God. God wants us to find, develop, and use our gifts to serve and glorify His name.</li> </ol> <p><b>Biblical Integration Truth Statements</b></p> <ol style="list-style-type: none"> <li>1. <i>What is prime reality, the really real?</i>  God exists and is the ultimate reality. (Psalm 90:2, Revelation 22:13) <ol style="list-style-type: none"> <li>a. God designed, created, and sustains His creation. (Genesis 1:1-31)</li> <li>b. God is good, holy, and loving. (Luke 18:19, 1 John 4:16, 1 Peter 1:16, Psalm 145:12)</li> <li>c. God is omniscient – all knowing. (Romans 11:33-36, Psalm 147:5)</li> <li>d. God is sovereign – nothing is beyond His ultimate interest, control, and authority. (Daniel 4:25)</li> <li>e. God is personal and also triune- He is coequally and coeternally</li> </ol> </li> </ol>
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<p><b>(b) Knowledge and skills.</b></p> <p>(1) Movement. The student demonstrates competency in movement patterns and proficiency in a few specialized movement forms. <i>The student is expected to:</i></p> <p>(A) perform locomotor skills in dynamic fitness, sport, and rhythmic activities;</p> <p>(B) use relationships, levels, speed, direction, and pathways effectively in complex group and individual physical activities such as crouching low for volleyball digs, stretching high during lay-ups, positioning for a soccer pass, or passing ahead of a receiver;</p> <p>(C) perform sequences that combine traveling, rolling, balancing, and weight transfer into smooth, flowing sequences;</p> <p>(D) move in time to complex rhythmical patterns such as 3/4 time or 6/8 time;</p> <p>(E) design and refine a jump rope routine to music;</p> <p>(F) throw a variety of objects demonstrating both accuracy and distance such as frisbee, softball, and basketball;</p> <p>(G) strike a ball to a wall or a partner with a paddle/racquet using forehand and backhand strokes continuously;</p> <p>(H) strike a ball using a golf club or a hockey stick consistently so it travels in an intended direction and height;</p> <p>(I) hand and foot dribble while preventing an opponent from stealing the ball;</p> <p>(J) keep an object in the air without catching it in a small group such as volleyball and football; and</p> <p>(K) throw and catch a ball consistently while guarded by an opponent.</p> <p>(2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. <i>The student is expected to:</i></p>	<p><b>Correlation with TEKS</b> <b><u>Five for Life, Advanced Program</u></b> Focused Fitness five4life@focusedfitness.org</p> <p>Cardiorespiratory MS, F, P</p> <p>Ms, F, Sports</p> <p>Sports, BB, VB, Soccer, B</p> <p>Patterns, Rhythms</p> <p>Dance</p> <p>Jump Rope Softball, BB</p> <p>Tennis</p> <p>Golf</p> <p>Soccer</p> <p>VB</p> <p>BB</p>	<p>God the Father, God the Son, Jesus, and God the Holy Spirit. (Hebrews 1:3)</p> <p>2. <b><i>What is the nature of external reality, that is, the world around us?</i></b></p> <p>a. God is the source of everything and created the universe out of nothing. (Genesis 1:1)</p> <p>b. The universe was created by God to be orderly. (Isaiah 45:18, Psalm 147:4)</p> <p>c. God is constantly involved in the unfolding pattern of the ongoing operation of the universe. (Psalm 24:1-2, Psalm 32:13-15)</p> <p>d. The universe reflects His glory. (Psalm 8:1, Psalm 19:1)</p> <p>3. <b><i>What is a human being?</i></b></p> <p>a. God created humans to know Him intimately and to have a loving relationship with Him. (Psalm 100:3)</p> <p>b. Human beings are created in the image of God with the capacity to choose. (Genesis 1:27, Proverbs 8:10)</p> <p>c. Adam and Eve chose disobedience and brought death to themselves and sin entered the world. (Romans 5:12)</p> <p>d. All human beings have a choice and all have chosen sin that brings separation from God. (Romans 3:23)</p> <p>e. Sin is rebellion against God's wishes and ways and this destroys our relationship with</p>
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<p>(A) know that appropriate practice in static and dynamic setting, attention, and effort are required when learning movement skills;</p> <p>(B) make appropriate changes in performance based on feedback to improve skills; and</p> <p>(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.</p> <p>(3) Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge.</p>	<p>MS, F, Sports Stretching</p> <p>Health</p> <p>Fitness, Safety</p>	<p>God. (Romans 8:7-8)</p> <p>f. God provides a way back to Himself through the death of His son Jesus (the second person of the Trinity), on the cross. (John 3:16, Romans 6:23)</p> <p>g. Human beings must respond to God with repentance of our sins, receiving forgiveness, and accepting Jesus as our Savior. (Romans 10:9-10)</p>
<p><i>The student is expected to:</i></p> <p>(A) identify opportunities in the school and community for regular participation in physical activity;</p> <p>(B) participate in moderate to vigorous health-related physical activities on a regular basis;</p> <p>(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</p> <p>(D) criterion referenced tests; and</p> <p>(E) 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.</p>	<p>Sports, Fitness, Health</p> <p>Sports, Fitness, Health</p> <p>Sports, Fitness, Health</p> <p>Presidential Fitness Tests</p> <p>Presidential Fitness Tests</p>	<p><b>4. <i>What happens to a person at death?</i></b></p> <p>a. For each person death is either the gate to life with God and His people or the gate to eternal separation from God. (1 Corinthians 50:52)</p> <p>b. After death, your soul will continue to exist in an eternal way and there is a final judgment by God. (Revelation 20:12)</p> <p>c. Everyone chooses to honor and love Him by accepting Jesus as our Lord and Savior or makes a choice to reject Jesus and grasp for self-fulfillment and personal glory. (Romans 6:23)</p>
<p>(4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance.</p> <p><i>The student is expected to:</i></p> <p>(A) describe selected long-term benefits of regular physical activity;</p> <p>(B) classify activities as being aerobic or anaerobic;</p> <p>(C) describe the effects of aerobic exercise on the heart and overall health;</p> <p>(D) analyze effects of exercise on heart rate through the use of manual pulse checking and recovery rates, heart rate monitors, perceived exertion scales, and/or computer</p>	<p>Health, Fitness</p> <p>Health, Cardiorespiratory</p> <p>Body Composition</p> <p>Health, Fitness, Body Composition</p>	<p>d. Those who received Jesus as Savior will spend eternity in Heaven with God. (Philippians 4:10-21)</p> <p>e. Those who rejected Jesus as Savior will spend eternity in Hell without God. (Hebrews 10:26-27)</p> <p><b>5. <i>Why is it possible to know anything at all?</i></b></p> <p>a. Human beings can both know the</p>

<p>generated data;</p> <p>(E) identify each health-related fitness component and describe how participating in cardiovascular endurance, muscular strength and endurance, and flexibility actions impact personal fitness;</p> <p>(F) identify specific foods that contain protein, vitamins, and minerals that are key elements to optimal body function;</p> <p>(G) recognize the effects of substance abuse on personal health and performance in physical activity;</p> <p>(H) analyze ways outside influences affect decisions about care of the body such as alcohol and tobacco advertising and peer pressure; and</p> <p>(I) recognize that idealized images of the human body and performance as presented by the</p> <p>(J) media may not be appropriate to imitate.</p> <p>(5) Physical activity and health. The student understands and applies safety practices associated with physical activities. <i>The student is expected to:</i></p> <p>(A) use equipment safely and properly;</p> <p>(B) select and use proper attire that promotes participation and prevents injury;</p> <p>(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;</p> <p>(D) identify potentially dangerous exercises and their adverse effects on the body; and</p> <p>(E) explain water safety and basic rescue procedures.</p> <p>(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</p>	<p>Five components of Health Related Fitness</p> <p>Health, Body Composition</p> <p>Health, Fitness, Drug Use</p> <p>Health, Fitness, Drug Use</p> <p>Body Image, Body Composition Health</p> <p>Body Image, Body Composition Health</p> <p>Safety, Sports Movement, Cardiorespiratory, Social Skills</p> <p>Safety, Sports Movement, Cardiorespiratory, Social Skills</p> <p>Safety, Sports Movement, Cardiorespiratory, Social Skills</p> <p>Safety, Sports Movement, Cardiorespiratory, Social Skills</p>	<p>world around them and God Himself because God has built within them the capacity to do so and because He takes an active role in communicating with them. (John 16:13)</p> <p>b. God's own intelligence is the basis of human intelligence. Knowledge is possible because there is something to be known (God and His creation) and someone to know (God and human beings made in His image). (Genesis 1:27)</p> <p>c. God reveals, Himself to us in two basic ways: by general revelation and by special revelation. (Exodus 3:2, Psalm 19:1-4)</p> <p>d. In general revelation, God speaks through the creation of the universe and through His word, the Bible. (2 Samuel 22:31, Psalm 19:1)</p> <ul style="list-style-type: none"> <li>➤ The Bible is internally consistent and unified in its principles and claims.</li> <li>➤ There is tremendous coherence across the many authors and centuries during which the various books were written and in which its stories unfold.</li> <li>➤ It is relevant to all the cultures of the world</li> </ul> <p>e. Special revelation is God revealing Himself through supernatural ways.</p>
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<p>gymnastics.  <i>The student is expected to:</i></p> <p>(A) know basic rules for sports played such as setting up to start, restarting, violating rules; and  (B) keep accurate score during a contest.</p> <p>(7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings.  <i>The student is expected to:</i></p> <p>(A) participate in establishing rules, procedures, and etiquette that are safe and effective for specific activity situations;  (B) handle conflicts that arise with others without confrontation;  (C) identify and follow rules while playing sports and games;  (D) accept decisions made by game officials such as student, teachers, and officials outside the school;  (E) accept successes and performance limitations of self and others, exhibit appropriate behavior responses, and recognize that improvement is possible with appropriate practice; and  (F) modify games/activities to improve the game/activity.</p>	<p>Sports, Social Skills, Teamwork  Sports, Social Skills, Teamwork</p> <p>Sports, Safety, Social Skills</p> <p>Social Skills, Sports, General Exercise, Fitness, Competition  Social Skills, Sports, General Exercise, Fitness, Competition  Social Skills, Sports, General Exercise, Fitness, Competition  Social Skills, Sports, General Exercise, Fitness, Competition</p> <p>Social Skills, Sports, General Exercise, Fitness, Competition</p> <p><b>Student Activities</b>  Games  Individual Play and Sports  Team Play and Sports  Motor Skills Performance</p> <p><b>Teaching Strategies</b>  Oral Instruction</p>	<p>Jesus Christ is the ultimate special revelation. He showed us what God is like more fully than any other form of revelation can. Because Jesus was also completely human, he spoke more clearly to us than any other form of revelation can.  (John 14:7)</p> <p>6. <b><i>How do we know what is right and wrong?</i></b></p> <p>a. Ethics or the knowledge of right and wrong is based on the character of God as good (holy and loving). (Psalm 33:4)  b. There is an absolute standard by which all moral judgments are measured and God Himself – His character of goodness (holiness and love) – is the standard. (1 Samuel 2:3)  c. As a result of sin, morally, we have become less able to discern good and evil and less able to know God as He truly is. (Proverbs 1:7)  d. God has revealed His standard in the various laws and principles expressed in the Bible. (Psalm 111:10)</p> <ul style="list-style-type: none"> <li>➤ He has dictated absolute moral truth to us.</li> <li>➤ Every truth must conform to Biblical principles.</li> <li>➤ Every choice must reflect God’s moral truth.</li> <li>➤ We must promote, defend, and teach these truths to</li> </ul>
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	<p>Cooperative Learning          Demonstration          Small Groups          Visual Aids          Guided Inquiry          Open-ended Inquiry</p> <p><b>Evaluation Procedures</b>          Class Participation          Observation          Demonstration          Oral Quizzes          Performance Tests</p> <p><b>Other Resources and Bibliography</b>          None</p>	<p>others.</p> <p>7. <b><i>What is the meaning of human history?</i></b></p> <p>a. History is a meaningful sequence of events leading to the fulfillment of God's purposes for humanity. (Psalm 22:27-28, Psalm 47:3)</p> <p>b. History is going somewhere, directed toward a known end. (Matthew 25:34)</p> <p>c. History is a form of revelation, not only does God reveal Himself in history, but the very sequence of events is revelation. (Psalm 33:13-14, Psalm 47:9)</p> <p>d. History has meaning because God is behind all events, not only sustaining all things by His powerful word but also in all things working for the good of those who love Him. (Psalm 40:5, Romans 8:28)</p> <p><b><i>What should our response be to God?          What were we made for?</i></b></p> <p><b>We were made to</b>  <b>Love</b> – Matthew 22:37,  <b>Worship</b> – Romans 12:1,  <b>Obey</b> – 2 John 6, and  <b>Give Glory</b> – Psalm 96:3.</p>
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