6th Grade | Physical Education | *Health Ed. 2026-2027 | Instructional Plan

Edited 4-2026

Course Overview	**Grade 6 Physical Education with integrated Health** builds from upper elementary skill development into middle school application, performance, and decision-making aligned to TEKS. Students refine movement skills, apply offensive and defensive strategies, monitor fitness progress, and practice responsible participation in cooperative, individual, and team-based physical activity. Using the SPARK Middle School Physical Education curriculum, students engage in structured movement experiences that strengthen coordination, fitness, confidence, and tactical awareness. Integrated Health Education TEKS are reinforced through concise, activity-connected instruction in personal wellness, communication, nutrition, safety, mental and emotional wellness, and responsible decision-making. This course prepares students for continued success in Grades 7-8 Physical Education, lifelong wellness, and informed health choices.
Course Standards	**Texas Essential Knowledge and Skills (TEKS)** **Sixth Grade |** Physical Education | Health Education
Instructional Materials	The **SPARK Physical Education & Health curriculum suite** is the approved instructional resource **for (Middle School & High School)** and provides integrated instruction aligned to both Physical Education and Health TEKS. Alongside SPARK *Physical Education – SPARK *Healthy Living Choices curriculum resources utilize developmentally appropriate health content, including life skills, conflict resolution, nutrition, substance abuse prevention, safety, and fitness across all primary grade levels. Health and safety topics related to student well-being, including abuse prevention and personal safety, are supported through campus-based implementation led by counselors and school leaders using **state-endorsed and developmentally appropriate Board, .gov, and CDC resources**. Additionally, IDEA incorporates age-appropriate awareness of **First Aid and CPR/AED and Stop the Bleed** concepts aligned to guidance from the **American Heart Association** and other approved government endorsed organizations.
Vertical Alignment Key	**Physical Education standards are aligned to 19 TAC §116.26**, **Physical Education AND Health Education standards are aligned to 19 TAC §115.26, Grade 6, Adopted 2020.** Health Education TEKS are integrated through middle-school appropriate physical activity routines, reflection prompts, and short scenario-based checks. PE and Health standards are intentionally correlated by unit so that the health connection matches what students are practicing in the physical activity setting.
Assessment(s)	à **IHT Monitors for MVPA** –| FDOS to LDOS | **6th - 11th** Grade Only à **FitnessGram (BOY) Baseline** | FDOS – October 30th | PE 6th-8th Grades | and *CTE-PESW à **FitnessGram (EOY) Final** | 2nd Semester Jan 1st – April 09th | **3rd-5th** Grades Only à **Unit Assessments** – SPARK provided in the digital tools at the end of each Unit. à **TIA Eligible Course/Codes {Link}** ○ 02850000 **P.E. Departmentalized Grade 6,** ○ 03823070 **P.E. Grade 7,** ○ 03823080 **P.E. Grade 8,**

6th Grade | Physical Education | *Health Ed.
2026-2027 | Instructional Plan

Edited 4-2026

Units / Modules & Instructional Time	Assessments & Task Reminders	PE Standards (Code + Summary)	Integrated Health Education Standards (Code + Summary)
Culture Days / Course Foundations • 8-10 days (45-min) • 4-5 days (90-min) *SPARK: Responsibility & Routines, Respect and Roll-Taking, Acceptance and Super Grouping, Trust and Technology, Appreciation and Assistance*	Teacher observation of routines, safe participation, equipment handling, and respectful transitions. SPARK Task Cards / checks: Responsibility and Routines; Respect and Roll-Taking; Acceptance and Super Grouping. Course Selection, Skill Focus, and Student Selection window begins at FDOS where applicable. FitnessGram: preparation only; no formal collection in this opening unit.	**§116.26(b)(11A-B):** Select and use proper attire, equipment, hydration, and safety precautions during physical activity. **§116.26(b)(12A-C):** Accept responsibility, demonstrate respect for differences, and apply self-management during activity. **§116.26(b)(13A-C):** Resolve conflict, communicate effectively, and demonstrate empathy in group settings.	**§115.26(b)(2C-D):** Use health information and recommendations to make safe, informed choices during class routines. **§115.26(b)(3D-F):** Communicate with peers, listen to perspectives, and use non-violent conflict-resolution strategies. **§115.26(b)(12A-E):** Identify actions that support a safe, respectful school climate and prevent bullying or harassment.
01Fitness Foundations & 02 Football Concepts • 8-10 days (45-min) • 4-5 days (90-min) *SPARK: Fitness in the Middle, Flexibility Circuit, Basic Exercise Techniques, SPARKfit Warm-up Circuit, Aerobic Capacity Fitness Circuit, Partner Passing, Receiver Patterns, Flag Pulling, Defense, Ball-Carrying*	Monitor effort, pacing, safe movement, hydration, and fitness readiness during circuits and football lead-up tasks. SPARK Task Cards / checks: Fitness in the Middle; Basic Exercise Techniques; Aerobic Capacity Fitness Circuit. FitnessGram BOY introductory trials and baseline collections occur during this unit window. ISM window and TSP target-setting preparation occur where applicable.	**§116.26(b)(1A-B):** Perform locomotor combinations and demonstrate safe jumping/landing during dynamic fitness and football activities. **§116.26(b)(3A-B):** Throw to moving targets and catch from varied trajectories during partner passing and receiver routes. **§116.26(b)(8A-C):** Describe MVPA benefits, FITT principles, and fitness components connected to aerobic and anaerobic performance. **§116.26(b)(10A-B):** Connect macronutrients, hydration, temperature, and heat illness prevention to physical performance.	**§115.26(b)(1):** Explain how body systems support movement, endurance, and recovery. **§115.26(b)(7A-E):** Identify nutrient needs, healthy eating strategies, portion choices, and hydration behaviors that support activity. **§115.26(b)(8A-B):** Analyze how physical activity benefits health and how barriers can affect participation. **§115.26(b)(11):** Apply injury-prevention practices in warm-ups, equipment use, environmental conditions, and emergency response routines.

6th Grade | Physical Education | *Health Ed.
2026-2027 | Instructional Plan

Edited 4-2026

Units / Modules & Instructional Time	Assessments & Task Reminders	PE Standards (Code + Summary)	Integrated Health Education Standards (Code + Summary)
03- Cooperatives & 04- Basketball • 8-10 days (45-min) • 4-5 days (90-min) *SPARK: Rock, Paper, Scissors Tag; Poker Adventure Race; Dribbling to Open Space; Ready Position & Pivot; Passing Stations; Defensive Challenge; Ball-Handling Warm-Up; Give and Go; Keep Away; 3-on-3 Basketball*	Skill checks for hand dribbling, passing, pivoting, spacing, and defensive positioning. SPARK Unit Assessment and/or teacher rubric for basketball and cooperative problem-solving. Teacher and manager conversation / SEEOne approval window where applicable. No FitnessGram placement in this unit unless BOY make-ups are needed.	**§116.26(b)(2B):** Demonstrate body positioning, footwork, and offensive/defensive skills in basketball lead-up games. **§116.26(b)(3C):** Dribble with the hand while changing speed and direction and maintaining control. **§116.26(b)(4A):** Use open space and close space strategically during invasion-style activities. **§116.26(b)(6A-C):** Apply offensive and defensive strategies, combine skills, and demonstrate sporting behavior.	**§115.26(b)(3A-F):** Apply communication, perspective-taking, and non-violent conflict-resolution skills during partner and team challenges. **§115.26(b)(4A-B):** Connect confidence and personal goal-setting to skill development and participation. **§115.26(b)(12A-E):** Promote a safe, respectful class climate by addressing exclusion, peer pressure, and bullying behaviors in team settings.
05 Backyard Games & 06 Soccer • 8-10 days (45-min) • 4-5 days (90-min) *SPARK: Kan Jam, Paddle Ball, Round net, Soccer Warm-Up, Dribbling Drills, Collect Em All, Pass and Follow, Bulls-Eye and Long Shot, Soccer Adventure Race, Zone and Player Defenses, Dribble Keep Away, Mini-Soccer*	BOE 1 Collection Window: 11/3/25-11/14/25; update data in SEEONE by 12/1/25 where applicable. BOE 2 Collection Window: 12/1/25-12/12/25; update data in SEEONE by 1/5/26 where applicable. SPARK Task Cards / performance checks for kicking accuracy, foot dribbling, passing lanes, spacing, and small-sided gameplay. FitnessGram BOY make-up support for students with delinquent assessments.	**§116.26(b)(3D-E):** Use controlled foot dribbling, kicking, and punting techniques while changing speed, direction, and accuracy. **§116.26(b)(4A):** Create and close space to support passing, defending, and movement without the ball. **§116.26(b)(6A-B):** Apply offensive/defensive strategies and combine locomotor, manipulative, and game skills toward team goals. **§116.26(b)(7):** Participate in organized recreational games that extend movement skills beyond traditional team sports.	**§115.26(b)(2C-D):** Use health and safety information to make decisions during active games, equipment rotation, and outdoor play. **§115.26(b)(3D-F):** Communicate with teammates, understand peer perspectives, and use conflict-resolution strategies during competitive play. **§115.26(b)(13A-F):** Apply digital citizenship and safety concepts when technology, media, or class communication tools are used to support activity tracking or reflection.

6th Grade | Physical Education | *Health Ed.
2026-2027 | Instructional Plan

Edited 4-2026

Units / Modules & Instructional Time	Assessments & Task Reminders	PE Standards (Code + Summary)	Integrated Health Education Standards (Code + Summary)
07 Dance & 08 Cooperatives • 8-10 days (45-min) • 4-5 days (90-min) *SPARK: Boulder Runner, Omnikin 4-Square, Electric Slide Cardio Kickboxing Style, Beat It! Poco Loco Jigsaw, The Korobushka Jigsaw, Create a 4-Wall Line Dance*	Teacher observation of timing, rhythm, sequence retention, group roles, and respectful participation. SPARK Unit Assessment and/or student self-check for dance sequence, rhythm, and cooperative responsibility. Phase 3 SLO training and teacher/manager conversation window begins after winter reset where applicable. No formal FitnessGram collection unless campus needs make-up data.	**§116.26(b)(1A):** Perform locomotor combinations with rhythm and control during dance and cooperative movement tasks. **§116.26(b)(2A):** Demonstrate balance and body control while transitioning through group patterns and routines. **§116.26(b)(5):** Perform rhythmic routines with intermediate steps and movement patterns. **§116.26(b)(12B-C):** Respect differences in ability and apply self-management during performance-based group tasks.	**§115.26(b)(3E):** Listen to and respect others feelings and perspectives during partner/group routine creation. **§115.26(b)(4A-B):** Connect physical and social changes, confidence, and personal goals to participation and performance. **§115.26(b)(5A-B):** Identify risk and protective factors that influence social and emotional wellness during public performance or group participation.
08 Handball & 09 Jump Rope • 8-10 days (45-min) • 4-5 days (90-min) *SPARK: Introduction to the Serve, Target Ball, Introduction to Sidearm/Underhand/Overhand Stroke, Partner Wall Ball, Rapid Fire Challenges, Free Individual Jumping, Individual Trick Circuit, Tag Team Traveling*	BOE 3 Collection Window: 2/2/26-2/20/26; update data in SEEONE by 3/2/26 where applicable. SPARK Task Cards / performance checks for stroke technique, serve control, target accuracy, rope rhythm, and routine progression. Teacher observation of persistence, feedback use, and safe spacing during wall/net-style activities. No FitnessGram placement unless EOY preparation begins by campus need.	**§116.26(b)(3G):** Strike an object with a hand or handled implement using speed, accuracy, force, and distance. **§116.26(b)(3H):** Create and perform jump rope skills with rhythm, coordination, and advanced sequencing. **§116.26(b)(6A-B):** Use net/wall strategies and combine movement skills to meet individual or team goals. **§116.26(b)(14-15):** Persevere through challenge and analyze feedback to improve performance.	**§115.26(b)(4B-C):** Set personal goals and consider how effort, persistence, and planning support long-term success. **§115.26(b)(6A-H):** Recognize stress responses, coping strategies, and when support may be needed during challenging skill progression. **§115.26(b)(8A-B):** Analyze how repeated physical activity practice can improve health, confidence, and participation habits.

6th Grade | Physical Education | *Health Ed.
2026-2027 | Instructional Plan

Edited 4-2026

Units / Modules & Instructional Time	Assessments & Task Reminders	PE Standards (Code + Summary)	Integrated Health Education Standards (Code + Summary)
10 - Racquets & Paddles • 8-10 days (45-min) • 4-5 days (90-min) *SPARK: Paddle Call Ball, Paddle 2-Square, Introduction to the Forehand Stroke, Introduction to the Backhand Stroke, Paddle Wall Ball, Extreme Rally, Target Ball, Team Paddleball*	SPARK Unit Assessment and/or task card checks for forehand, backhand, ready position, target control, and rally consistency. Teacher observation of focus, safe implement use, turn-taking, and constructive feedback. Skill improvement reflection: identify one technical adjustment from feedback. No FitnessGram placement in this unit unless campus is completing EOY prep.	**§116.26(b)(3G):** Strike with a handled implement for speed, accuracy, force, and distance. **§116.26(b)(4B):** Apply speed, direction, and force with an implement during dynamic activities. **§116.26(b)(6A-B):** Demonstrate net/wall strategies and combine footwork, striking, and placement skills. **§116.26(b)(15):** Analyze feedback and make technical adjustments to improve performance.	**§115.26(b)(2B-C):** Evaluate health information and use decision-making skills when selecting safe strategies and equipment use. **§115.26(b)(3E-F):** Respect peer perspectives and use conflict-resolution strategies during shared space and rally play. **§115.26(b)(4B):** Connect goal-setting and skill tracking to confidence and personal wellness.
11- Volleyball • 8-10 days (45-min) • 4-5 days (90-min) *SPARK: Passing 21, Forearm Pass, Overhead Pass, Underhand Serve, Overhand Serve, Serving Challenges, Mini-Volleyball, Volleyball Skills Circuit*	BOE 4 Collection Window: 3/2/26-3/27/26; update data in SEEONE by 4/6/26 where applicable. FitnessGram EOY collections begin / continue during this unit window. SPARK Unit Assessment / skill checks for forearm pass, overhead pass, serve technique, court position, and rally communication. HQ priority emails and campus submission review may occur during this assessment period.	**§116.26(b)(2B):** Use body positioning, footwork, and offensive/defensive skills in net game play. **§116.26(b)(3F):** Volley to a target with control and accuracy. **§116.26(b)(6A-C):** Apply net-game strategy, combine skills, and demonstrate sporting behavior with teammates and opponents. **§116.26(b)(13A-C):** Resolve conflict and communicate effectively during competitive team play.	**§115.26(b)(3A-F):** Practice assertive communication, listening, and respectful disagreement during rotations and rally decisions. **§115.26(b)(5A-B):** Identify protective factors such as teamwork, belonging, and positive peer support during group performance. **§115.26(b)(12A-E):** Support a safe and inclusive school climate by preventing teasing, exclusion, or harassment connected to performance mistakes.

6th Grade | Physical Education | *Health Ed.
2026-2027 | Instructional Plan

Edited 4-2026

Units / Modules & Instructional Time	Assessments & Task Reminders	PE Standards (Code + Summary)	Integrated Health Education Standards (Code + Summary)
12- Track & Field Games • 8-10 days (45-min) • 4-5 days (90-min) *SPARK: Running Warm-Up, Sprints and Sprint Starts, Relays and Obstacle Courses, running/jumping/throwing stations, Track and Field Games*	BOE 5 Collection Window: 4/6/26-4/24/26; update data in SEEONE by 5/4/26 where applicable. End-of-Year SLO Evaluation Task deadline: 5/4/26 where applicable. FitnessGram District Submission Review and final steps occur during this unit window. Performance checks for sprint starts, pacing, relay exchange, jumping/landing, throwing mechanics, and personal improvement.	**§116.26(b)(1A-B):** Perform locomotor combinations and safe jumping/landing technique during running, jumping, and relay activities. **§116.26(b)(8A-C):** Connect MVPA, FITT principles, and fitness components to track and field performance. **§116.26(b)(9A-B):** Develop personal fitness goals and analyze fitness assessment results to identify strategies for improvement. **§116.26(b)(16A-B):** Use technology or available tools to support sustained MVPA and describe how activity builds confidence and enjoyment.	**§115.26(b)(7A-E):** Connect hydration, nutrients, and healthy food choices to endurance, recovery, and performance. **§115.26(b)(8A-B):** Analyze health benefits and barriers related to regular physical activity. **§115.26(b)(9A-B):** Evaluate health/nutrition information and set activity goals that support personal wellness. **§115.26(b)(11):** Apply environmental and injury-prevention practices during outdoor running, heat, hydration, and event rotation.
13 - Flying Disc, Culminating Application & Field Day • 8-10 days (45-min) • 4-5 days (90-min) *SPARK: Hammer Throw and 1-Handed C Catch, Throw for Accuracy and Distance, Give and Go, Zone and Player-to-Player Defense, 3-Catch Disc, Ultimate Flying Disc, Personal Best / Field Day Events*	Culminating performance tasks: apply throwing, catching, spacing, strategy, teamwork, and safe participation in modified games and field-day events. SPARK Task Cards / checks for throwing accuracy, catching under varied trajectories, defensive strategy, and team communication. Teacher and manager conversation / SEEOne final approvals deadline: LDOS where applicable. No additional FitnessGram placement after district final submission unless make-up guidance is issued.	**§116.26(b)(3A-B):** Throw to moving targets and catch objects from different levels and trajectories. **§116.26(b)(4A):** Use open and closing space during dynamic games and team strategy. **§116.26(b)(6A-C):** Apply invasion-game strategy, combine skills, and demonstrate sporting behavior. **§116.26(b)(16B):** Describe how varied physical activity builds confidence and personal enjoyment.	**§115.26(b)(3D-F):** Use communication and perspective-taking to support safe, respectful team participation. **§115.26(b)(4B):** Reflect on personal goals, confidence, and participation habits developed across the year. **§115.26(b)(12A-E):** Demonstrate inclusive behavior, safe participation, and positive peer support during culminating events. **§115.26(b)(21A-G):** Where district-approved safety lessons are scheduled, reinforce boundaries, personal safety, reporting, and trusted-adult support through required health curriculum delivery.

6th Grade | Physical Education | *Health Ed. 2026-2027 | Instructional Plan

Edited 4-2026

TEKS Alignment

Instruction in this course is aligned to the Texas Essential Knowledge and Skills (TEKS) for Physical Education and Health Education as adopted by the State Board of Education and implemented in accordance with Texas Education Code Chapter 28. Physical Education instruction is aligned to Grade 6 §116.26, and integrated Health Education instruction is aligned to Grade 6 §115.26.

Health Education TEKS are integrated within Physical Education instruction through brief, purposeful connections to the physical activity context. Integration should remain activity-centered and developmentally appropriate: movement first, followed by quick discussion, reflection, or exit-check opportunities that connect student decisions, safety, wellness, communication, and goal setting to the day's physical education learning.

Assessment Overview

Student learning is monitored through ongoing, performance-based assessment, including teacher observation of skill development, participation, safe movement, tactical application, and movement/health concept understanding. Assessment data is used to inform instruction and support student growth.

FitnessGram provides a fitness snapshot across required components. Individual assessment outcomes are used to help students understand current fitness levels and personal growth areas; they are not intended to function as a scored academic grade. SPARK includes unit assessments, task cards, rubrics, and teacher answer keys that may be used to assess mastery as needed. BOE collection windows are included for eligible courses/staff where SLO/TIA implementation applies.

Instructional Materials

Primary Texts (if applicable)

Supplemental instructional materials may be used to support instruction, expand on lessons or to meet the current reality of the campus operation. However, supplemental materials do NOT replace board-approved core instructional materials.

Additional information regarding instructional programs, assessments, and parent access to instructional materials is available on the district website.

Primary sources used to build this plan include: SPARK Middle School Yearly Plans and Pacing Guides; district-provided 6th Grade PE Scope and Sequence / Year-at-a-Glance; district-provided Grade 6 PE TEKS Map; district-provided Grade 6 Health TEKS Map; and Texas Administrative Code TEKS sources for Grade 6 Physical Education and Health Education.

Instructional Expectations

Instruction is delivered using board-approved instructional materials and aligned to the scope and sequence outlined above. Teachers are expected to ensure all required standards are taught within the course timeframe, adjust activities to campus facilities and student needs, maintain safe participation expectations, and provide equitable opportunities for students to demonstrate growth. Supplemental activities may support instruction, expand engagement, or respond to campus operations, but they do not replace board-approved core instructional materials.