

Title	Suggested Dates
Backyard Games / Rhythmic Movement	April 19 – June 3



The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)
<p><b>Health Observances:</b> Tobacco-Free kids in Texas Day, Turn-Off TV Week, Earth Day, Arbor Day, Health Foot Month, Humor Month, Asthma Awareness Month, Mental Health Awareness Month, National Bike Month, Skin Cancer Awareness Month. Pflugerville Police Bike Rodeo</p>		
<p><b>6.1 Movement. The student demonstrates competency in movement patterns and proficiency in a few specialized movement forms.</b></p>		<p>CATCH: Soccer pg 470-485            CATCH: :Basketball pg 376-392            CATCH:: Football pg 446-459            CATCH: Softball pg 486-500            CATCH : Aerobic Rhythm and Dance pg 91-103            Kickball            Hula Hoops            Crochet- equipment permitting            Team Handball  <a href="http://members.tripod.com/usadth/rules.html">http://members.tripod.com/usadth/rules.html</a>            Jump Rope <a href="http://www.jumpropeforheart.ca">www.jumpropeforheart.ca</a>            Horse Shoes <a href="http://www.ehow.com">www.ehow.com</a>            Washers <a href="http://www.washers.org">www.washers.org</a>            Bocce <a href="http://www.bocce.com">www.bocce.com</a>            Capture the Flag <a href="http://www.ehow.com">www.ehow.com</a>  <a href="http://www.schoolsafety.us">www.schoolsafety.us</a>  <a href="http://www.tagaloglang.com">www.tagaloglang.com</a>  <a href="http://www.pecentral.com/LessonIdeas/SearchResults.asp">www.pecentral.com/LessonIdeas/SearchResults.asp</a>  <a href="http://www.americanheart.org">www.americanheart.org</a>  <a href="http://www.gameskidsplay.net">www.gameskidsplay.net</a>            United Streaming: <a href="http://www.unitedsstreaming.com">www.unitedsstreaming.com</a>            Learning Relations Skills- part 4 Conflict Resolution</p>
<p>6.1a perform locomotor skills in dynamic fitness, sport, and rhythmic activities</p>		
<p>6.1c perform sequences that combine traveling, rolling, balancing, and weight transfer into smooth, flowing sequences</p>	<p>Such as design, refine and perform dance or gymnastics sequences in a small group focusing on using different body shapes and body movements</p>	

6.1d move in time to complex rhythmical patterns such as $\frac{3}{4}$ time or $\frac{6}{8}$ time	Such as tinkling sticks/bands, and ropes	CATCH: Aerobic Rhythm and Dance pg 91-103
6.1e design and refine a jump rope routine to music	Such as a repeatable routine with a partner or a small group using various jumping skills, other movements, and objects to $\frac{3}{4}$ or $\frac{4}{4}$ time	CATCH: Aerobic Rhythm and Dance pg 91-103 CATCH: Jump Rope Task pg 183-218
6.1f throw a variety of objects demonstrating both accuracy and distance such as Frisbee, softball, and basketball		
<b>6.2 Movement. The student applies movement concepts and principles to the learning and development of motor skills.</b>		
6.2a know that appropriate practice in static and dynamic setting, attention, and effort are required when learning movement skills		
6.2b make appropriate changes in performance based on feedback to improve skills	Such as skills testing and proficiency tests	
6.2c practice in ways that are appropriate for learning skills such as whole/part/whole, shorter practice distributed over time is better than one long session, or practicing is best in game-like conditions		
<b>6.3 Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge.</b>		
6.3b participate in moderate to vigorous health-related physical activities on a regular basis	Such as moderate to vigorous physical activity as evidenced by increased breathing, heart rate and perspiration as a result of jogging, running, and jumping activities	
<b>6.5 Physical activity and health. The student understands and applies safety practices associated with physical activities.</b>		
6.5a use equipment safely and properly	Including following proper verbal direction from teacher and peers, concerning the usage of school equipment	
6.5b select and use proper attire that promotes participation and prevents injury	Such as closed-toe tennis / athletic shoes and no jewelry	
6.5c 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		CATCH: Warm-up and Cool Down pg 3-18

<b>6.6 Social development. The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics.</b>		CATCH: Aerobic Rhythm and Dance pg 91-103
6.6a know basic rules for sports played such as setting up to start, restarting, violating rules.		
6.6b keep accurate score during a contest		
<b>6.7 Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings.</b>		United Streaming: <a href="http://www.unitedsstreaming.com">www.unitedsstreaming.com</a> Learning Relations Skills- part 4 Conflict Resolution
6.7a participate in establishing rules, procedures, and etiquette that are safe and effective for specific activity situations		
6.7b handle conflicts that arise with others without confrontation	Such as "Rock, Paper, Scissors" to settle conflicts	
6.7c identify and follow rules while playing sports and games		
6.7d accept decisions made by game officials such as students, teachers, and officials outside the school	Such as displaying good sportsmanship and accepting decisions without complaint or body language	
6.7e accept successes and performance limitations of self and others, exhibit appropriate behavior responses, and recognize that improvement is possible with appropriate practice		
6.7f modify games/activities to improve the game/activity		
<b>7<sup>th</sup> Grade</b>		
<b>7.1 Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms.</b>		
7.1a coordinate movements with teammates to achieve team goals	Such as positioning players in soccer for offense and defense	
7.1b demonstrate appropriate relationships to an opponent in dynamic game situations such as staying between opponent and goal and moving between opponent and the ball	Such as in basketball and soccer defense	

7.1c demonstrate appropriate speed and generation of force such as running sprints, running distance, throwing a disc, jumping, kicking	Such as a track and field unit	
7.1f demonstrate, without cue, critical elements in specialized skills related to sports such as overhand throw for distance/force, serving and bumping, volleyball, shooting a basketball, shooting a lay-up, forehand and backhand, striking with a racket or club, or batting		
7.1h demonstrate introductory outdoor pursuit skills such as backpacking, rock climbing, orienteering, hiking, canoeing, cycling, or ropes courses		
<b>7.2 Movement. The student applies movement concepts and principles to the learning and development of motor skills.</b>		
7.2d detect and correct errors in personal or partner's skill performance	<b>TEACHER NOTE:</b> continued from Bundle 1 Such as peer skills assessment or by viewing a video tape	CATCH: Partner Challenge pg 288
7.2e make appropriate changes in performance based on feedback		
7.2g use basic offensive and defensive strategies while playing a modified version of a sport	Such as soccer, basketball, volleyball and football	
<b>7.3 Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge.</b>		
7.3a participate in games, sports, dance, and/or outdoor pursuits in and outside of school based on individual interests and/or capabilities	Such as extracurricular sports, intramural sports, and recreation leagues	
7.3c participate in moderate to vigorous health-related physical activities on a regular basis		
<b>7.5 Physical activity and health. The student understands and applies safety practices associated with physical activities.</b>		
7.5a use equipment safely and properly	<b>TEACHER NOTE:</b> introduced in Bundle 1 Including: following verbal direction of usage of equipment given by teachers or by peers, use of school equipment when given permission to do so	
7.5b select and use proper attire that promotes participation and prevents injury	<b>TEACHER NOTE:</b> introduced in Bundle 1 Such as closed-toe tennis / athletic shoes and no jewelry	

7.5c 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	<b>TEACHER NOTE:</b> introduced in Bundle 1	CATCH: Warm-up and Cool Down pg 3-18
7.5e recognize harmful effects of the sun such as sunburn, heatstroke, heat exhaustion, and heat cramps and recommend prevention methods		
<b>7.6 Social development. The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics.</b>		
7.6a distinguish between compliance and noncompliance with rules and regulations and apply agreed upon consequences when officiating.		
7.6b describe fundamental components and strategies used in net/wall, invasion, target, and fielding games such as net/wall alternating the speed and direction of the ball, invasion-fakes, give and go, target-concentration, feel the movement, and fielding-back up other players	<b>TEACHER NOTE:</b> introduced in Bundle 1  Such as football, volleyball, basketball, hockey and soccer games	
<b>7.7 Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings.</b>		
7.7a solve problems in physical activities by analyzing causes and potential solutions		
7.7b work cooperatively in a group to achieve group goals in competitive as well as cooperative settings	<b>TEACHER NOTE:</b> introduced in Bundle 2  Such as sportsmanship, teamwork, respect for individual differences and positive social skills	
7.7c accept decisions made by game officials such as student, teachers, and officials outside the school		
7.7d use peer interaction positively to enhance personal physical activity and safety such as encourage friends and joins teams		
7.7e recognize the role of games, sport, and dance in getting to know and understand others	Such as creating an environment of cooperative learning	