
Texas 6 Physical Education

FREE PREVIEW

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

State	Texas
Grade	6 (Middle)
Subject	Physical Education
Course category	Required / State or Local
Standards family	Physical Education
Framework	Texas Essential Knowledge and Skills (TEKS), 19 TAC Chapter 116 -- Physical Education
Issuing agency	Texas Education Agency
Scope	36 instructional weeks · 180 instructional days · 9 units

Exact TEKS section and course code must be verified in the current TEA web/PDF standards. District course offerings and sequencing vary.

What you get

Folder	Contents
01 START HERE	Read-me, contents, printing and digital instructions, standards verification guide, this preview
02 FILLED FULL YEAR	Completed planner in colour and ink-friendly PDF, plus editable DOCX
03 BLANK EDITABLE	Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX
04 ASSESSMENTS AND DATA	Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist
05 SCHOOL SUBMISSION	Submission covers, alignment summary, evidence checklist, observation, reflection, signature page
06 LICENSE AND CREDITS	Terms of use, credits and licences, copyright notice

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

Week 9 — Dribbling and Ball Control

Unit 3: Control and Striking · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How do you keep control while you are moving and changing direction?
Standards	Dribbling and Ball Control -> 6.2(B) Movement patterns and movement skills — demonstrate proper body positioning, proficiency, footwork, and offensive and defensive skills during dynamic activities and games. 6.3(A) Movement patterns and movement skills — demonstrate correct technique when throwing to a moving target;
Learning target	"I can dribble with either side while changing direction."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will dribble with dominant and non-dominant hand, foot or implement while changing direction.

Success criteria (student-friendly)

- "I use my non-dominant side."
- "I keep the object close."
- "I change direction under control."

Academic vocabulary

dribble, dominant, non-dominant, control, change of direction

Materials and technology

- Available balls
- Cones or markers
- Notebooks
- Chalk or tape
- Class devices

Differentiation and supports

Support area	This week's plan
Special education / IEP	Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.
Section 504	Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.
Multilingual learners	Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language.
Advanced / extension	Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.

Support area	This week's plan
Intervention / reteach	Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

Dribbling with both sides while changing direction.

Family communication

Ask your child which side is harder and why they practise it.

Day 41 — Close Is Controlled

Week 9, Day 1 · Unit 3 · Standards: 6.2(B), 6.3(A)

Focus	The principle.
Learning target	"I can dribble with either side while changing direction."
Vocabulary in use	dribble, dominant, non-dominant
Local date	_____

Learning sequence

Connect: sending. Teach: that control comes from keeping the object close and touching it often. Try: shared practice. Apply: pupils dribble in a small space. Reflect: this week's standard.2(B), 6.3(A) says WHILE CHANGING DIRECTION. ADAPTATION: larger or slower ball, bigger space, walking pace.

Check for understanding

Student keeps the object close while moving.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 42 — The Weaker Side

Week 9, Day 2 · Unit 3 · Standards: 6.2(B), 6.3(A)

Focus	The standard's requirement.
Learning target	"I can dribble with either side while changing direction."
Vocabulary in use	dribble, dominant, non-dominant
Local date	_____

Learning sequence

Connect: control. Teach: that the non-dominant side is deliberately practised because it will be needed, and that it will feel bad first - which is expected, not failure. Try: shared practice. Apply: pupils dribble non-dominant. Reflect: this week's standard.2(B), 6.3(A) says DOMINANT AND NON-DOMINANT.

Check for understanding

Student dribbles with the non-dominant side.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 43 — Changing Direction

Week 9, Day 3 · Unit 3 · Standards: 6.2(B), 6.3(A)

Focus	The skill.
Learning target	"I can dribble with either side while changing direction."
Vocabulary in use	dribble, dominant, non-dominant
Local date	_____

Learning sequence

Connect: both sides. Teach: the change-of-direction move and keeping the body between the object and a defender. Try: shared practice around markers. Apply: pupils change direction. Reflect: connects directly to Unit 4.

Check for understanding

Student changes direction while keeping control.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 44 — Looking Up

Week 9, Day 4 · Unit 3 · Standards: 6.2(B), 6.3(A)

Focus	The hard part.
Learning target	"I can dribble with either side while changing direction."
Vocabulary in use	dribble, dominant, non-dominant
Local date	_____

Learning sequence

Connect: direction. Teach: dribbling without watching the object, built up gradually so it does not simply fail. Try: shared practice with a visual cue to spot. Apply: pupils look up. Reflect: the skill that separates practice from play.

Check for understanding

Student dribbles while looking up.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 45 — Feet and Implements

Week 9, Day 5 · Unit 3 · Standards: 6.2(B), 6.3(A)

Focus	this week's standard.2(B), 6.3(A) assessed.
Learning target	"I can dribble with either side while changing direction."
Vocabulary in use	dribble, dominant, non-dominant
Local date	_____

Learning sequence

Connect: hands. Teach: the same principles with feet and, where the school has them, an implement. Try: shared practice. Apply: pupils dribble with feet. Reflect: this week's standard.2(B), 6.3(A) recorded; where no implements exist, feet and hands meet the standard.

Check for understanding

Student dribbles with feet under control.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Important before you buy

- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
- Standards were transcribed from the official source.
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Pages use a minimum 8-point type size, high-contrast text, wide writing areas, print-safe margins, numbered pages and a bookmarked navigation outline. Colour and ink-friendly versions are supplied, and no information is conveyed by colour alone.

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Source citation

Texas Education Agency. Texas Essential Knowledge and Skills (TEKS), 19 TAC Chapter 116 -- Physical Education. Texas also adopted English Language Proficiency Standards (19 TAC Chapter 120, Subchapter B) in 2024, implemented beginning with the 2026-2027 school year. They are cross-curricular and apply alongside the standards cited here. Retrieved 2026-07-27 from <https://tea.texas.gov/laws-and-rules/sboe-rules-tac/state-board-education-rules-texas-administrative-code>