California Physical Education

Grade 6

Adopted 2005

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities. 1

Manipulative Skills

1.1 Volley an object repeatedly with a partner, using the forearm pass. 1.1

1.2 Strike a ball continuously against a wall and with a partner, using a paddle for the forehand stroke and the backhand stroke. 1.2

1.3 Strike an object consistently, using a body part, so that the object travels in the intended direction at the desired height. 1.3

1.4 Strike an object consistently, using an implement, so that the object travels in the intended direction at the desired height. 1.4

1.5 Dribble and pass a ball to a partner while being guarded. 1.5

1.6 Throw an object accurately and with applied force, using the underhand, overhand, and sidearm movement (throw) patterns. 1.6

Rhythmic Skills

1.7 Perform folk and line dances. 1.7

1.8 Develop, refine, and demonstrate routines to music. 1.8

Combinations of Movement Patterns and Skills

1.9 Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities. 1.9

1.10 Combine motor skills to play a lead-up or modified game. 1.10

1.11 Design and perform smooth, flowing sequences of stunts, tumbling, and rhythmic patterns that combine traveling, rolling, balancing, and transferring weight. 1.11

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities. 2

Movement Concepts

2.1 Explain how to increase force based on the principles of biomechanics. 2.1

2.2 Explain how impact force is reduced by increasing the duration of impact. 2.2

2.3 Analyze and correct errors in movement patterns. 2.3

2.4 Provide feedback to a partner to assist in developing and improving movement skills. 2.4

2.5 Identify practices and procedures necessary for safe participation in physical activities. 2.5

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Manipulative Skills

2.6 Explain the role of the legs, shoulders, and forearm in the forearm pass. 2.6

2.7 Identify the time necessary to prepare for and begin a forehand stroke and a backhand stroke. 2.7

2.8 Illustrate how the intended direction of an object is affected by the angle of the implement or body part at the time of contact. 2.8

2.9 Identify opportunities to pass or dribble while being guarded. 2.9

Rhythmic Skills

2.10 Identify steps and rhythm patterns for folk and line dances. 2.10

2.11 Explain how movement qualities contribute to the aesthetic dimension of physical activity. 2.11

Combination of Movement Patterns and Skills

2.12 Develop a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy and teach the game to another person. 2.12

Students assess and maintain a level of physical fitness to improve health and performance. 3

3.1 Assess the components of health-related physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition) by using a scientifically based health-related fitness assessment. 3.1

3.2 Compare individual physical fitness results with research-based standards for good health. 3.2

3.3 Develop individual goals for each of the components of health-related physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition). 3.3

3.4 Participate in moderate to vigorous physical activity a minimum of four days each week. 3.4

3.5 Measure and evaluate changes in health-related physical fitness based on physical activity patterns. 3.5

3.6 Monitor the intensity of one's heart rate during physical activity. 3.6

Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and pe

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4.1 Distinguish between effective and ineffective warm-up and cool-down techniques. 4.1

4.2 Develop a one-day personal physical fitness plan specifying the intensity, time, and types of physical activities for each component of health-related physical fitness. 4.2

Identify contraindicated exercises and their adverse effects on the body. 4.3

4.4 Classify physical activities as aerobic or anaerobic. 4.4

4.5 Explain methods of monitoring heart rate intensity 4.5

4.6 List the long-term benefits of participation in regular physical activity. 4.6

4.7 Compile and analyze a log noting the food intake/calories consumed and energy expended through physical activity. 4.7

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity. 5

Self-Responsibility

5.1 Participate productively in group physical activities. 5.1

5.2 Evaluate individual responsibility in group efforts. 5.2

Social Interaction

5.3 Identify and define the role of each participant in a cooperative physical activity. 5.3

Group Dynamics

5.4 Identify and agree on a common goal when participating in a cooperative physical activity. 5.4

5.5 Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution. 5.5