Florida Physical Education

Grade 6

Adopted 2013

Movement Competency

1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.

1. Demonstrate movements designed to improve and maintain cardio-respiratory endurance, muscular strength and endurance, flexibility and proper body composition. PE.6.M.1.1
2. Perform at least three different activities that achieve target heart rate. PE.6.M.1.2
3. Demonstrate the principles of training (overload, specificity and progression) and conditioning (frequency, intensity, time and type) for specific physical activities. PE.6.M.1.3
4. Perform at least three activities having value for cardiorespiratory fitness. PE.6.M.1.4
5. Perform movements using a variety of equipment which lead to improved or maintained muscular strength and endurance. PE.6.M.1.5
6. Design and perform smooth, flowing sequences of stunts, tumbling and rhythmic patterns that combine traveling, rolling, balancing and transfer of weight. PE.6.M.1.6
7. Design and perform a routine to rhythm, with a partner or a group, while incorporating gymnastic actions and various forms of locomotion on small and/or large apparatus. PE.6.M.1.7
8. Perform complex dance sequences from a variety of dances accurately and with correct technique. PE.6.M.1.8
9. Create and perform a rhythmic movement sequence while working with a partner or group. PE.6.M.1.9
10. Design and perform different group dance and rhythm sequences that incorporate equipment. PE.6.M.1.10
11. Apply proper warm-up and cool-down techniques. PE.6.M.1.11
12. Use proper safety practices. PE.6.M.1.12
13. Use technology to assess, enhance and maintain motor skill performance. PE.6.M.1.13

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Use basic movements designed to improve and maintain physical conditioning, cardiorespiratory endurance, flexibility and proper body composition. PE.6.M.1.IN.A

b. Perform at least two different activities that achieve target heart rate. PE.6.M.1.IN.B

c. Demonstrate the principles of training (overload, specificity and progression) and conditioning (frequency, intensity, time and type) for selected physical activities. PE.6.M.1.IN.C

d. Perform at least two activities having value for cardio-respiratory fitness. PE.6.M.1.IN.D

e. Perform basic movements with a variety of equipment that lead to an improved or maintained physical condition. PE.6.M.1.IN.E

f. Perform smooth, flowing sequences of stunts, tumbling and rhythmic patterns that combine traveling, rolling, balancing and transferring weight. PE.6.M.1.IN.F

g. Perform a routine to a rhythm with a partner or a group incorporating more than one gymnastic action and various forms of locomotion. PE.6.M.1.IN.G

h. Perform basic dance sequences accurately from a variety of dances. PE.6.M.1.IN.H

i. Perform a rhythmic movement sequence while working with a partner or group. PE.6.M.1.IN.I

j. Perform different group dance and rhythm sequences that incorporate equipment. PE.6.M.1.IN.J

k. Demonstrate proper warm-up and cool-down techniques. PE.6.M.1.IN.K

l. Use proper selected safety practices, such as use of sunscreen, hydration and selection of clothing. PE.6.M.1.IN.L

m. Use technology to develop, enhance and maintain motor skill performance. PE.6.M.1.IN.M

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Supported

a. Perform basic movements designed to improve and maintain physical conditioning, cardio-respiratory endurance, flexibility and proper body composition. PE.6.M.1.SU.A

b. Imitate at least two different activities that achieve a recommended target heart rate. PE.6.M.1.SU.B

c. Demonstrate selected principles of training (overload, specificity and progression) and conditioning (frequency, intensity, time and type) for selected physical activities. PE.6.M.1.SU.C

d. Imitate at least two activities having value for cardio-respiratory fitness. PE.6.M.1.SU.D

e. Perform a basic movement using a variety of equipment that leads to an improved or maintained physical condition. PE.6.M.1.SU.E

f. Perform a sequence of tumbling and rhythmic patterns that combine traveling, rolling, balancing and transferring weight. PE.6.M.1.SU.F

g. Perform a routine to a rhythm with a partner or a group incorporating one gymnastic action and various forms of locomotion. PE.6.M.1.SU.G

h. Perform basic dance sequences from a variety of dances. PE.6.M.1.SU.H

i. Imitate a rhythmic movement sequence while working with a partner or group. PE.6.M.1.SU.I

j. Imitate different group dance and rhythm sequences that incorporate equipment. PE.6.M.1.SU.J

k. Use selected warm-up and cool-down techniques. PE.6.M.1.SU.K

l. Perform proper selected safety practices, such as use of sunscreen, hydration and selection of clothing. PE.6.M.1.SU.L

m. Use technology to develop and maintain motor skill performance. PE.6.M.1.SU.M

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Participatory

a. Imitate movements designed to improve and maintain physical conditioning, cardio-respiratory endurance, flexibility and proper body composition. PE.6.M.1.PA.A

b. Perform a guided activity that safely increases heart rate. PE.6.M.1.PA.B

c. Demonstrate selected principles of training (overload, specificity and progression) and conditioning (frequency, intensity, time and type) for selected modified physical activities. PE.6.M.1.PA.C

d. Perform a guided activity having value for cardio-respiratory fitness. PE.6.M.1.PA.D

e. Perform guided movements using equipment that lead to an improved or maintained physical condition. PE.6.M.1.PA.E

f. Perform a guided sequence of rhythmic patterns involving traveling, rolling, balancing or transferring weight. PE.6.M.1.PA.F

g. Perform a guided routine to a rhythm with a partner or group incorporating balances, rolling actions and locomotion. PE.6.M.1.PA.G

h. Perform guided movements associated with a variety of dance sequences. PE.6.M.1.PA.H

i. Perform a guided rhythmic movement sequence while working with a partner or group. PE.6.M.1.PA.I

j. Perform a guided group dance and rhythm sequence that incorporates equipment. PE.6.M.1.PA.J

k. Perform guided warm-up and cool-down techniques. PE.6.M.1.PA.K

l. Perform guided selected safety practices, such as use of sunscreen, hydration and selection of clothing. PE.6.M.1.PA.L

m. Use technology to develop motor skill performance. PE.6.M.1.PA.M

Cognitive Abilities

2 **Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.**

1. Identify at least two movements or activities which will lead to improvement in each of the health-related components of fitness. PE.6.C.2.1
2. List safety procedures that should be followed when engaging in activities to improve the health-related components of fitness. PE.6.C.2.2
3. Describe how each of the health-related components of fitness are improved through the application of training principles. PE.6.C.2.3
4. Describe the long-term benefits of regular physical activity. PE.6.C.2.4
5. Describe the training principles of overload, progression and specificity. PE.6.C.2.5

. Classify activities as aerobic or anaerobic. PE.6.C.2.6

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7. Determine personal target heart-rate zone and explain how to adjust intensity level to stay within the desired range. PE.6.C.2.7
8. List methods of monitoring intensity level during aerobic activity. PE.6.C.2.8
9. Explain the effects of physical activity on heart rate during exercise, recovery phase and while the body is at rest. PE.6.C.2.9
10. Recognize the difference between fact and fallacy as it relates to consumer physical fitness products and programs. PE.6.C.2.10
11. Prepare a log noting the food intake, calories consumed and energy expended through physical activity and describe results. PE.6.C.2.11
12. List the components of skill-related fitness. PE.6.C.2.12
13. List appropriate warm-up and cool-down techniques and the reasons for using them. PE.6.C.2.13
14. List terminology and etiquette in educational gymnastics or dance. PE.6.C.2.14
15. Choreograph basic dance or gymnastic sequences alone, with a partner or in a small group. PE.6.C.2.15
16. Evaluate the movement performance of others. PE.6.C.2.16
17. Describe the mechanical principles of balance, force and leverage and how they relate to the performance of skills in gymnastics or dance. PE.6.C.2.17
18. List and describe the risks and safety procedures in gymnastics and dance. PE.6.C.2.18
19. Recognize the relationship between music and dance or gymnastics skills. PE.6.C.2.19
20. Know how improvisation is used to create movements for choreography. PE.6.C.2.20
21. Identify the precautions to be taken when exercising in extreme weather and/or environmental conditions. PE.6.C.2.21
22. List the three different types of heat illnesses associated with fluid loss. PE.6.C.2.22

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Independent

a. Recognize at least two movements or activities that lead to improvement in the health-related components of fitness. PE.6.C.2.IN.A

b. Identify safety procedures that should be followed when engaging in activities to improve cardio-respiratory endurance, muscular fitness, muscular endurance, flexibility and body composition. PE.6.C.2.IN.B

c. Identify how each of the health-related components of fitness, such as cardio-respiratory endurance, physical conditioning, flexibility and body composition are improved by training. PE.6.C.2.IN.C

d. Identify long-term benefits of regular physical activity. PE.6.C.2.IN.D

e. Identify the training principles of overload, progression and specificity. PE.6.C.2.IN.E

f. Identify aerobic and anaerobic activities, such as running and weight lifting. PE.6.C.2.IN.F

g. Identify personal target heart-rate zone and describe how to adjust intensity level to stay within the desired range. PE.6.C.2.IN.G

h. Identify methods of monitoring intensity level during aerobic activity, such as talk test, rate of perceived exertion and heart rate/pulse. PE.6.C.2.IN.H

i. Identify the effects of physical activity on heart rate during exercise, recovery phase and while the body is at rest. PE.6.C.2.IN.I

j. Identify information as true or false as it relates to consumer physical fitness products and programs, such as weight-loss pills, food labels and exercise equipment. PE.6.C.2.IN.J

k. Prepare a log noting the food intake, calories consumed and physical activities. PE.6.C.2.IN.K

l. Identify components of skill-related fitness (speed, coordination, balance, power and agility). PE.6.C.2.IN.L

m. Identify appropriate warm-up and cool-down techniques and the reasons for using them. PE.6.C.2.IN.M

n. Identify terminology and etiquette in educational gymnastics or dance. PE.6.C.2.IN.N

o. Identify basic dance or gymnastic sequences. PE.6.C.2.IN.O

p. Assess basic movement patterns in performances of others. PE.6.C.2.IN.P

q. Identify the mechanical principles used in the performance of skills in gymnastics or dance. PE.6.C.2.IN.Q

r. Identify the risks and safety procedures in gymnastics and dance. PE.6.C.2.IN.R

s. Identify music appropriate for dance or gymnastics movements. PE.6.C.2.IN.S

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t. Identify that improvisation is used to create movements for dance. PE.6.C.2.IN.T

u. Recognize the precautions to be taken when exercising in extreme weather and/or environmental conditions. PE.6.C.2.IN.U

v. Identify at least two symptoms of heat illnesses caused by excessive fluid loss. PE.6.C.2.IN.V

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Supported

a. Recognize at least one movement or activity that leads to improvement in the health-related components of fitness. PE.6.C.2.SU.A

b. Recognize safety procedures that should be followed when engaging in activities to improve cardio-respiratory endurance, physical conditioning, flexibility and body composition. PE.6.C.2.SU.B

c. Recognize how each of the health-related components of fitness, such as cardio-respiratory endurance, physical conditioning, flexibility and body composition are improved by training. PE.6.C.2.SU.C

d. Recognize long-term benefits of regular physical activity. PE.6.C.2.SU.D

e. Recognize the training principles of overload, progression and specificity. PE.6.C.2.SU.E

f. Recognize aerobic and anaerobic activities, such as running and weight lifting. PE.6.C.2.SU.F

g. Recognize personal target heart-rate zone and identify how to adjust intensity level to stay within the desired range. PE.6.C.2.SU.G

h. Recognize methods of monitoring intensity level during aerobic activity, such as talk test, rate of perceived exertion and heart rate/pulse. PE.6.C.2.SU.H

i. Recognize the effects of physical activity on heart rate during exercise, recovery phase and while the body is at rest. PE.6.C.2.SU.I

j. Recognize information as true or false as it relates to consumer physical fitness products and programs, such as weight-loss pills, food labels and exercise equipment. PE.6.C.2.SU.J

k. Prepare a log noting the food intake and physical activities. PE.6.C.2.SU.K

l. Recognize components of skill-related fitness (speed, coordination, balance, power and agility). PE.6.C.2.SU.L

m. Recognize appropriate warm-up and cool-down techniques and the reasons for using them. PE.6.C.2.SU.M

n. Recognize basic terminology and etiquette in educational gymnastics or dance. PE.6.C.2.SU.N

o. Recognize basic dance or gymnastic sequences. PE.6.C.2.SU.O

p. Identify basic movement patterns in performances of others. PE.6.C.2.SU.P

q. Recognize the mechanical principles used in the performance of skills in gymnastics or dance. PE.6.C.2.SU.Q

r. Recognize the risks and safety procedures in gymnastics and dance. PE.6.C.2.SU.R

s. Recognize music appropriate for dance or gymnastics movements. PE.6.C.2.SU.S

t. Recognize that improvisation is used to create movements for dance. PE.6.C.2.SU.T

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u. Recognize a precaution to be taken when exercising in a variety of weather conditions or environmental conditions. PE.6.C.2.SU.U

v. Identify that heat illness results from excessive fluid loss. PE.6.C.2.SU.V

Participatory

a. Associate movement with improvement in health-related components of fitness. PE.6.C.2.PA.A

b. Recognize a safety practice that should be followed when engaging in health-related physical fitness. PE.6.C.2.PA.B

c. Associate exercise or training with improvement in the health-related components of fitness. PE.6.C.2.PA.C

d. Recognize that regular physical activity has health benefits. PE.6.C.2.PA.D

e. Recognize a training principle, such as overload, progression or specificity. PE.6.C.2.PA.E

f. Recognize an aerobic activity, such as running. PE.6.C.2.PA.F

g. Recognize personal heart rate. PE.6.C.2.PA.G

h. Recognize a method of monitoring aerobic activity, such as talk test or heart rate/pulse. PE.6.C.2.PA.H

i. Recognize the relationship between physical activity and heart rate. PE.6.C.2.PA.I

j. Recognize information related to a consumer physical fitness product, such as weight-loss pills, food labels or exercise equipment. PE.6.C.2.PA.J

k. Recognize food intake and physical activities. PE.6.C.2.PA.K

l. Recognize a component of skill-related fitness (speed, coordination, balance, power or agility). PE.6.C.2.PA.L

m. Recognize an appropriate warm-up and cool-down technique and the reason for using it. PE.6.C.2.PA.M

n. Recognize basic etiquette in educational gymnastics or dance. PE.6.C.2.PA.N

o. Recognize a basic dance or gymnastic sequence. PE.6.C.2.PA.O

p. Recognize and correct an error in selected personal movement patterns. PE.6.C.2.PA.P

q. Recognize a mechanical principle used in movement. PE.6.C.2.PA.Q

r. Recognize a safety procedure in gymnastics and dance. PE.6.C.2.PA.R

s. Associate music with dance or gymnastics movements. PE.6.C.2.PA.S

t. Recognize that movements can be created. PE.6.C.2.PA.T

u. Recognize precautions to be taken when exercising. PE.6.C.2.PA.U

v. Recognize that heat illness results from excessive fluid loss. PE.6.C.2.PA.V

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Lifetime Fitness

3 Participate regularly in physical activity.

1. Participate in moderate physical activity on a daily basis. PE.6.L.3.1
2. Participate in vigorous physical activity on a daily basis. PE.6.L.3.2
3. Participate in a variety of fitness, wellness, gymnastics and dance activities that promote the components of health-related fitness. PE.6.L.3.3
4. Identify the in-school opportunities for physical activity that promote fitness, wellness, gymnastics and dance. PE.6.L.3.4
5. Identify the community opportunities for physical activity that promote fitness, wellness, gymnastics and dance. PE.6.L.3.5
6. Identify a variety of fitness, wellness, gymnastics and dance activities that promote stress management. PE.6.L.3.6

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Participate in a selected moderate physical activity on a daily basis. PE.6.L.3.IN.A

b. Participate in a healthy level of physical activity on a daily basis. PE.6.L.3.IN.B

c. Participate in a variety of basic fitness, wellness, gymnastics or dance activities that promote cardiorespiratory endurance, physical conditioning, flexibility and body composition. PE.6.L.3.IN.C

d. Recognize the in-school opportunities for participation in a variety of physical activities that promote fitness, wellness, gymnastics or dance. PE.6.L.3.IN.D

e. Recognize selected community opportunities that promote fitness and wellness. PE.6.L.3.IN.E

f. Recognize a variety of basic fitness, wellness, gymnastics or dance activities that promote good stress management. PE.6.L.3.IN.F

Supported

a. Participate in moderate modified physical activity on a daily basis. PE.6.L.3.SU.A

b. Participate in a healthy level of modified physical activity on a daily basis. PE.6.L.3.SU.B

c. Participate in a variety of selected, basic fitness, wellness, gymnastics or dance activities that promote cardio-respiratory endurance, physical conditioning, flexibility and body composition. PE.6.L.3.SU.C

d. Recognize selected in-school opportunities for participation in a variety of physical activities that promote fitness, wellness, gymnastics or dance. PE.6.L.3.SU.D

e. Recognize selected community opportunities that promote fitness and wellness. PE.6.L.3.SU.E

f. Recognize a variety of selected, basic fitness, wellness, gymnastics or dance activities that promote good stress management. PE.6.L.3.SU.F

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Participatory

a. Participate in modified physical activity on a daily basis. PE.6.L.3.PA.A

b. Participate in healthy level of guided physical activity on a daily basis. PE.6.L.3.PA.B

c. Participate in a variety of selected, modified fitness, wellness, gymnastics or dance activities that promote cardio-respiratory endurance, physical conditioning, flexibility and body composition. PE.6.L.3.PA.C

d. Recognize a school opportunity for participation in physical activities that promote fitness, wellness, gymnastics or dance. PE.6.L.3.PA.D

e. Recognize a selected community opportunity that promotes fitness and wellness. PE.6.L.3.PA.E

f. Recognize a variety of selected, modified fitness, wellness, gymnastics or dance activities that promote management of stress. PE.6.L.3.PA.F

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4 Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.

1. Create, implement and assess a personal fitness program in collaboration with a teacher. PE.6.L.4.1
2. Develop goals and strategies for a personal physical fitness program. PE.6.L.4.2
3. Use available technology to assess, design and evaluate a personal physical-activity plan. PE.6.L.4.3
4. Develop a personal fitness program including a variety of physical activities. PE.6.L.4.4
5. Identify health-related problems associated with low levels of cardio-respiratory endurance, muscular strength, muscular endurance, flexibility and body composition. PE.6.L.4.5

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by implementing and assessing a personal fitness program in collaboration with a teacher. PE.6.L.4.IN.A

b. Select goals and identify strategies for a personal physical-activity plan. PE.6.L.4.IN.B

c. Use a variety of resources, including available technology, to design and assess a personal physical-activity plan. PE.6.L.4.IN.C

d. Identify a variety of physical activities in developing a personal fitness program. PE.6.L.4.IN.D

e. Recognize selected health-related problems associated with low levels of cardio-respiratory endurance and flexibility. PE.6.L.4.IN.E

Supported

a. Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by implementing a personal fitness program in collaboration with a teacher. PE.6.L.4.SU.A

b. Select goals and recognize strategies for a personal physical-activity plan. PE.6.L.4.SU.B

c. Use a variety of resources, including available technology, to assess a personal activity plan. PE.6.L.4.SU.C

d. Identify a variety of selected physical activities in developing a personal fitness program. PE.6.L.4.SU.D

e. Recognize a health-related problem associated with low levels of physical activity. PE.6.L.4.SU.E

Participatory

a. Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by actively participating in a personal fitness program in collaboration with a teacher. PE.6.L.4.PA.A

b. Select a goal for a personal physical-activity plan. PE.6.L.4.PA.B

c. Use resources, including available technology, to recognize the effect of a personal activity plan. PE.6.L.4.PA.C

d. Recognize a variety of physical activities in developing a personal fitness program. PE.6.L.4.PA.D

e. Recognize a consequence of low levels of physical activity. PE.6.L.4.PA.E

Responsible Behaviors and Values

5 Exhibit responsible personal and social behavior that respects self and others in physicalactivity settings.

. List ways that peer pressure can be positive and negative. PE.6.R.5.1

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2. Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings. PE.6.R.5.2
3. Demonstrate responsible behaviors during physical activities. PE.6.R.5.3
4. Describe the personal, social and ethical behaviors that apply to specific physical activities. PE.6.R.5.4
5. Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities. PE.6.R.5.5

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Recognize that peer pressure can have different effects. PE.6.R.5.IN.A
b. Show acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings. PE.6.R.5.IN.B
c. Use responsible behaviors during physical activities, such as controlling emotions, respecting opponents and officials and accepting both victory and defeat. PE.6.R.5.IN.C
d. Recognize appropriate personal and social behaviors that apply to specific physical activities. PE.6.R.5.IN.D
e. Use appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities. PE.6.R.5.IN.E

Supported

a. Recognize examples of positive and negative relationships with peers. PE.6.R.5.SU.A
b. Show acceptance and respect for persons of diverse backgrounds and abilities in selected physical-activity settings. PE.6.R.5.SU.B
c. Use responsible behaviors during physical activities, such as controlling emotions and respecting opponents and officials. PE.6.R.5.SU.C
d. Recognize appropriate personal behaviors that apply to specific physical activities. PE.6.R.5.SU.D
e. Use appropriate etiquette, respect for facilities and safe behaviors while participating in a variety of physical activities. PE.6.R.5.SU.E

Participatory

a. Recognize an example of a positive relationship with peers. PE.6.R.5.PA.A
b. Participate cooperatively with persons of diverse backgrounds and abilities in selected physical-activity settings. PE.6.R.5.PA.B
c. Use responsible behaviors during physical activities, such as controlling emotions. PE.6.R.5.PA.C
d. Recognize appropriate behaviors that apply to selected physical activities. PE.6.R.5.PA.D
e. Use safe behaviors while participating in a variety of physical activities. PE.6.R.5.PA.E

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6 Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

1. Identify an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle. PE.6.R.6.1
2. Identify the potential benefits of participation in a variety of physical activities. PE.6.R.6.2
3. Participate in games, sports and/or physical activities from other cultures. PE.6.R.6.3

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Recognize an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle. PE.6.R.6.IN.A
   b. Recognize selected potential benefits of participation in a variety of physical activities, such as physical, mental, emotional and social benefits. PE.6.R.6.IN.B
   c. Identify games, sports or physical activities from other cultures. PE.6.R.6.IN.C

   Supported

   a. Recognize an opportunity for participation in a physical activity that occurs outside of the school setting that contributes to personal enjoyment. PE.6.R.6.SU.A
   b. Recognize a selected potential benefit of participation in a variety of physical activities, such as a physical, mental, emotional or social benefit. PE.6.R.6.SU.B
   c. Recognize games, sports or physical activities from other cultures. PE.6.R.6.SU.C

   Participatory

   a. Associate a physical activity that occurs outside of the school setting with personal enjoyment. PE.6.R.6.PA.A
   b. Recognize that participation in a variety of physical activities has benefits. PE.6.R.6.PA.B
   c. Recognize a game, sport or physical activity from another culture. PE.6.R.6.PA.C