

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**

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**

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**

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

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](#)

Access Point for Students with Significant Cognitive Disabilities

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**
- 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

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](#)

- 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](#)

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**

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**

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 physical activity settings.

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

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**

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**