

Grade 6

Demonstrates competency in a variety of motor skills and movement patterns.

- 1 Dance and rhythms: Demonstrates correct rhythm and pattern for 1 of the following dance forms: folk, social, creative, line, or world dance.** [S1.1.6](#)

- 2 Games & sports. Invasion and field games – Throwing: Throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = 2nd base to 1st base)** [S1.2.6](#)

- 3 Catching: Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks.** [S1.3.6](#)

- 4 Games & sports. Invasion games – Passing and Receiving: Passes and receives with hands in combination with locomotor patterns of running and changing direction and speed with competency in modified invasion games such as basketball, flag football, speedball, or team handball.** [S1.4.6](#)

- 5 Passing and Receiving: Throws while stationary, a leading pass to a moving receiver.** [S1.5.6](#)

- 6 Offensive skills: Performs pivots, fakes, and jab steps designed to create open space during practice tasks.** [S1.6.6](#)

- 7 Offensive skills: Performs the following offensive skills without defensive pressure: pivot, give and go, and fakes.** [S1.7.6](#)

- 8 Dribbling/Ball Control: Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks.** [S1.8.6](#)

- 9 Dribbling/Ball Control: Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks.** [S1.9.6](#)

- 10 Shooting on goal: Shoots on goal with power in a dynamic environment as appropriate to the activity.** [S1.10.6](#)

- 11 Defensive Skills: Maintains defensive ready position with weight on balls of feet, arms extended, and eyes on midsection of the offensive player.** [S1.11.6](#)

- 12 Games and sports. Net/Wall Games Serving: Performs a legal underhand serve with control for net/wall games such as badminton, volleyball, or pickleball.** [S1.12.6](#)

- 13 Striking: Strikes with a mature overhand pattern in a nondynamic environment (closed skills) for net/wall games such as volleyball, handball, badminton, or**

tennis. S1.13.6

- 14 Forehand and backhand: Demonstrates the mature form of the forehand and backhand strokes with a short-handled implement in net games such as paddleball, pickleball, or short-handled racket tennis. S1.14.6
 - 15 Weight Transfer: Transfers weight with correct timing for the striking pattern. S1.15.6
 - 16 Volley: Forehand volleys with a mature form and control using a short-handled implement. S1.16.6
 - 17 Two handed volley: Two-handed volleys with control in a variety of practice tasks. S1.17.6
 - 18 Games and sports. Target Games: Demonstrates a mature underhand pattern for a modified target game such as bowling, bocce, or horseshoes. S1.18.6
 - 19 Striking: Strikes, with an implement, a stationary object for accuracy in activities such as croquet, shuffleboard, or golf. S1.19.6
 - 20 Games and Sports. Fielding/striking games –Striking: Strikes a pitched ball with an implement with force in a variety of practice tasks. S1.20.6
 - 21 Catching: Catches, with a mature pattern, from different trajectories using a variety of objects in varying practice tasks. S1.21.6
 - 22 Outdoor pursuits: Demonstrates correct technique for basic skills in 1 self-selected outdoor activity. S1.22.6
 - 24 Individual-performance activities: Demonstrates correct technique for basic skills in 1 self-directed individual-performance activity. S1.24.6
 - 25 Demonstrate selected elements of mature form for the basic aquatic skill of front crawl and breaststroke in controlled settings. S1.25.6
 - 26 Demonstrate selected elements of mature form for the basic aquatic skill of backstroke in controlled settings. S1.26.6
 - 27 Demonstrate selected elements of assisting a distressed swimmer in isolated settings. S1.27.6
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Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

- 1 Games and Sports. Invasion Games Creating space with movement: Creates open space by using locomotor movements (e.g. walking, running, jumping, and landing) in combination with movement (e.g. varying pathways; change of speed; direction or pace). S2.1.6
- 2 Creating space with offensive tactics: Executes at least 1 of the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots, and fakes; give and go. S2.2.6

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- 3 Creating space using width and length:** Creates open space by using the width and length of the field/court on offense. (S2.3.6 S2.3.6)

 - 4 Games and Sports. Invasion Games-Reducing space by changing size and shape:** Reduces open space on defense by making the body larger or reducing passing angles. S2.4.6

 - 5 Reducing space using denial:** Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass. S2.5.6

 - 6 Transitions:** Transitions from offense to defense or defense to offense by recovering quickly. S2.6.6

 - 7 Games and Sports. Net/Wall games - Creating Space through variation:** Creates open space in net/wall games with a short-handled implement by varying force and direction. S2.7.6

 - 8 Using tactics and shots:** Reduces offensive options for opponents by returning to midcourt position. S2.8.6

 - 9 Games and Sports. Target games -Shot selection:** Selects appropriate shot and/or club based on location of the object in relation to the target. S2.9.6

 - 10 Games and sports. Fielding and Striking games- Offensive strategies:** Identifies open spaces and attempts to strike object into that space. S2.10.6

 - 11 Reducing space:** Identifies the correct defensive play based on the situation (e.g. number of outs). S2.11.6

 - 12 Individual-performance activities, dance and rhythms- Movement concepts:** Varies application of force during dance or gymnastic activities. S2.12.6

 - 13 Outdoor Pursuits -Movement concepts:** Makes appropriate decisions based on the weather, level of difficulty due to conditions, or ability to ensure safety of self and others. S2.13.6

Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

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- 1 Physical activity knowledge:** Describes how being physically active leads to a healthy body. S3.1.6

 - 2 Engages in physical activity:** Participates in self-selected physical activity outside of physical education class. S3.2.6

 - 3 Engages in physical activity:** Participates in a variety of aerobic-fitness activities such as cardio-kick, step aerobics, and aerobic dance. S3.3.6

 - 4 Engages in physical activity:** Participates in a variety of aerobic-fitness activities using technology such as Dance Dance Revolution or Wii Fit. S3.4.6

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- 5 Engages in physical activity: Participates in a variety of lifetime recreational team sports, outdoor pursuits, or dance activities.** S3.5.6
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- 6 Fitness knowledge: Participates in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day.** S3.6.6
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- 7 Fitness knowledge: Identifies the components of skill-related fitness.** S3.7.6
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- 8 Fitness knowledge: Sets and monitors a self-selected physical activity goal for aerobic and/or muscle- and bone-strengthening activity based on current fitness level.** S3.8.6
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- 9 Fitness knowledge: Employs correct techniques and methods of stretching.** S3.9.6
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- 10 Fitness knowledge: Differentiates between aerobic and anaerobic capacity and between muscular strength and endurance.** S3.10.6
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- 11 Fitness knowledge: Identifies each of the components of the overload principle (FITT formula: frequency, intensity, time, and type) for different types of physical activity (aerobic, muscular fitness, and flexibility).** S3.11.6
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- 12 Fitness knowledge: Describes the role of warm-ups and cooldowns before and after physical activity.** S3.12.6
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- 13 Fitness knowledge: Defines resting heart rate and describes its relationship to aerobic fitness and the Borg Rating of Perceived Exertion (RPE) scale.** S3.13.6
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- 14 Fitness knowledge: Identifies major muscles used in selective physical activities.** S3.14.6
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- 15 Assessment and program planning: Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment.** S3.15.6
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- 16 Assessment and program planning: Maintains a physical activity log for at least 2 weeks and reflects on activity levels as documented in the log.** S3.16.6
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- 17 Nutrition: Identifies foods within each of the basic food groups and selects appropriate servings and portions for his/her age and physical activity levels.** S3.17.6
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- 18 Stress Management: Identifies positive and negative results of stress and appropriate ways of dealing with it.** S3.18.6
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Exhibits responsible personal and social behavior that respects self and others.

- 1 Personal responsibility: Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors.** S4.1.6

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- 2 Personal responsibility: Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.** S4.2.6
 - 3 Accepting feedback: Demonstrates self-responsibility by implementing specific corrective feedback to improve performance.** S4.3.6
 - 4 Working with others: Accepts differences among classmates in physical development, maturation, and varying skills levels by providing encouragement and positive feedback.** S4.4.6
 - 5 Working with others: Cooperates with a small group of classmates during adventure activities, game play, or team-building activities.** S4.5.6
 - 6 Rules and etiquette: Identifies the rules and etiquette for physical activities, games and dance activities.** S4.6.6
 - 7 Safety: Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance.** S4.7.6
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Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- 1 Health: Describes how being physically active leads to a healthy body.** S5.1.6
- 2 Health: Identifies components of physical activity that provide opportunities for reducing stress and for social interaction.** S5.2.6
- 3 Challenge: Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback, or modifying the tasks.** S5.3.6
- 4 Self-expression and enjoyment: Describes how moving competently in a physical activity setting creates enjoyment.** S5.4.6
- 5 Self-expression and enjoyment: Identifies how self-expression and physical activity are related.** S5.5.6
- 6 Social interaction: Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing in the spirit of the game or activity.** S5.6.6