Missouri Physical Education

Grade 6

Adopted 2007

Efficiency of Human Movement and Performance

1. **Personal Fitness and Healthy Active Living**
   - A. Health-Related and Skill-Related Fitness
     - a. Identify activities that develop skill-related fitness.
     - b. Interpret personal health-related fitness assessments and determine which fitness components need improvement (e.g., pedometers, heart rate monitors, pulse sticks).
   - B. Wellness
     - a. Evaluate decision-making behaviors as they affect wellness.
   - C. Fitness Principles
     - a. Describe target heart rate as it relates to cardio respiratory endurance.
   - D. Body Systems
     - a. Explain how the muscular system and skeletal system work together to move the body.
     - b. Explain how the circulatory system and respiratory system respond to physical activity.

2. **Responsible Personal and Social Behavior in the Physical Activity Setting**
   - A. Personal/Social Responsibilities
     - a. Explain how rules, safety and etiquette are important concepts in a physical activity setting.

3. **Injury Prevention, Treatment and Rehabilitation**
   - A. Prevention
     - a. Identify and describe reasons for using proper warm-up, cool-down, stretching, and appropriate attire in a physical activity setting.

Physical Activity and Lifetime Wellness

1. **Fundamental Movement Skills and Games**
   - D. Body Management
     - a. Apply mechanical principles of force, stability motion, and direction (e.g., lower the center of gravity).

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E. Movement Concepts

a. Identify critical elements to improve performance in selected skills (e.g., throw various objects).

F. Developmental Games

a. Apply fundamental and sequential skills in game situations with increased proficiency.

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2. Sport Skills and Lifetime Activities

A. Skill Techniques

a. Demonstrate skills successfully in modified games of increased complexity.

B. Individual, Dual and Team Sports

a. Identify terminology, list rules and safety principles appropriate for individual, dual and team sports.

b. Demonstrate basic competence in a variety of individual, dual and team sports.

C. Outdoor Pursuits/Recreational Activities

a. Define terminology, list rules and safety principles appropriate for outdoor pursuits and recreational activities (e.g., table tennis, orienteering).

b. Demonstrate basic competence in a variety of outdoor pursuits and recreational activities.

D. Specialized Activities

a. Define terminology, list rules and safety principles appropriate for specialized activities included in the instructional program.

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3. Rhythms and Dance

C. Rhythmic Activities

a. Describe the benefits of dance as a lifetime activity as it relates to fitness (e.g., flexibility, muscle coordination).

D. Forms of Dance

a. Exhibit basic dance skills and fundamentals while demonstrating various dance forms (e.g., folk, line, square, social).

E. Social/Cultural Aspects of Dance

a. Demonstrate appropriate social skills while participating in dance activities, including etiquette and courtesies appropriate to various dance forms.