North Dakota Physical Education

Grade 6

Adopted 2015

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

6. **Demonstrates correct rhythm and pattern for one of the following rhythmic activities/dance forms: folk, social, creative, line or world dance.** S1.M1.6
6. **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.M2.6
6. **Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks (e.g., self-toss and catch, partner toss and catch, small group toss and catch).** S1.M3.6
6. **Passes and receives with hands in combination with locomotor patterns of running and change of direction and speed with competency in modified invasion games such as basketball, flag football, speedball, or team handball).** S1.M4.6
6. **Throws, while stationary, a leading pass to a moving receiver.** S1.M5.6
6. **Performs pivot, fakes and jab steps designed to create open space during practice tasks.** S1.M6.6
6. **Performs the following offensive skills without defensive pressure: pivot, give and go, and fakes.** S1.M7.6
6. **Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks.** S1.M8.6
6. **Foot dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks.** S1.M9.6
6. **Shoots on goal with power in a dynamic environment as appropriate to the activity (e.g., slap shot in hockey, penalty kick in soccer).** S1.M10.6
6. **Maintains defensive ready position, with weight on balls of feet, arms extended, and eyes on midsection of the offensive player.** S1.M11.6
6. **Performs an underhand serve with mature form and control for net/wall games such as badminton, volleyball or pickleball.** S1.M12.6

Skip to main content

	6. **Strikes, with a mature overhand pattern, in a non-dynamic environments (closed skills) for net/wall games such as volleyball, handball, badminton or tennis.** S1.M13.6
	6. **Demonstrates the mature form of the forehand and backhand strokes with a short-handled implement in net games such as paddle ball, pickleball or short-handled racket tennis.** S1.M14.6
	6. **Transfers weight with correct timing for the striking pattern (e.g., volleyball attack approach, racquet forehand/backhand footwork).** S1.M15.6
	6. **Forehand volley with a mature form and control using a short-handled implement.** S1.M16.6
	6. **Two-hand volleys with control in a variety of practice tasks (e.g., against a wall, with a partner).** S1.M17.6
	6. **Executes consistently a mature underhand pattern for target games (e.g., bowling, bocci or horseshoes).** S1.M18.6
	6. **Strikes, with an implement, a stationary object for accuracy in activities such as croquet, shuffleboard or golf.** S1.M19.6
	6. **Strikes a pitched ball with an implement with force in a variety of practice tasks.** S1.M20.6
	6. **Catches, with mature form, from different trajectories, using a variety of objects in varying practice tasks.** S1.M21.6
	6. **Demonstrates correct technique for basic skills in one self-selected outdoor activity.** S1.M22.6
	6. **Preferably taught at elementary or secondary levels. However, availability of facilities might dictate when swimming and water safety are offered in the curriculum.** S1.M23.6
	6. **Demonstrates correct technique for basic skills in one self-selected individual-performance activity.** S1.M24.6
Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.	6. **Creates open space by using locomotor movements (e.g., walking, running, jumping and landing) in combination with movement (e.g., varying pathways; changes of speed, direction or pace).** S2.M1.6
	6. **Executes at least one 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 & go.** S2.M2.6
	6. **Creates open space by using the width and length of the field/court on offense.** S2.M3.6

Skip to main content

	6. **Reduces open space on defense by making the body larger and reducing passing angles** S2.M4.6
	6. **Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass.** S2.M5.6
	6. **Transitions from offense to defense or defense to offense by recovering quickly.** S2.M6.6
	6. **Creates open space in net/wall games with a short-handled implement by varying force and direction.** S2.M7.6
	6. **Reduces offensive options for opponents by returning to mid-court position.** S2.M8.6
	6. **Selects appropriate shot and/or club based on location of the object in relation to the target.** S2.M9.6
	6. **Identifies open spaces and attempts to strike object into that space.** S2.M10.6
	6. **Identifies the correct defensive play, based on the situation (e.g., number of outs)** S2.M11.6
	6. **Varies application of weight transfer and balance during rhythmic activities/dance or gymnastic activities.** S2.M12.6
	6. **Makes appropriate decisions based on the weather, level of difficulty due to conditions or ability to ensure safety of self and others.** S2.M13.6
Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	6. **Describes how being physically active leads to a healthy body.** S3.M1.6
	6. **Participates in self-selected physical activity outside of physical education class.** S3.M2.6
	6. **Participates in a variety of aerobic-fitness activities such as cardio-kick, step aerobics and rhythmic activities/dance.** S3.M3.6
	6. **Participates in a variety of aerobic-fitness activities using technology such as Dance Dance Revolution ® or Wii Fit®.** S3.M4.6
	6. **Identifies and participates in a variety of lifetime recreational team sports, outdoor pursuits or rhythmic activities/dance activities (e.g., sports, parks and recreation leagues, health clubs, walking and biking paths).** S3.M5.6
	6. **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.M6.6
	6. **Identifies the components of skill-related fitness.** S3.M7.6

Skip to main content

	6. **Sets and monitors a self-selected physical activity goal for aerobic and/or muscle- and bone-strengthening activity based on current fitness level.** S3.M8.6
	6. **Employs correct techniques and methods of stretching.** S3.M9.6
	6. **Differentiates between aerobic and anaerobic capacity, and between muscle strength and endurance.** S3.M10.6
	6. **Identifies each of the components of the overload principle (FITT formula: frequency, intensity, time, type) for different types of physical activity (aerobic, muscle fitness and flexibility).** S3.M11.6
	6. **Describes the role of warm-ups and cool-downs before and after physical activity.** S3.M12.6
	6. **Defines resting heart rate and describes its relationship to aerobic fitness and the Borg Rating of Perceived Exertion (RPE) Scale.** S3.M13.6
	6. **Identifies major muscles used in selected physical activities.** S3.M14.6
	6. **Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment (e.g., Presidential Youth Fitness Program, and other fitness programs).** S3.M15.6
	6. **Maintains a physical activity log for at least two weeks and reflects on activity levels as documented in the log.** S3.M16.6
	6. **Identifies foods within each of the basic food groups and selects appropriate servings and portions for his/her age and physical activity levels.** S3.M17.6
	6. **Identifies positive and negative results of stress and appropriate ways of dealing with each.** S3.M18.6
Exhibits responsible personal and social behavior that respects self and others.	6. **Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors.** S4.M1.6
	6. **Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.** S4.M2.6
	6. **Demonstrates self-responsibility by implementing specific corrective feedback to improve performance** S4.M3.6
	6. **Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback.** S4.M4.6
	6. **Cooperates with a small group of classmates during adventure activities, game play or team-building activities.** S4.M5.6

Skip to main content

	6. **Identifies the rules and etiquette for physical activities, games and rhythmic activities/dance.** S4.M6.6
	6. **Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance.** S4.M7.6
	6. **Demonstrates competency in performing basic hands only cardiopulmonary resuscitation (CPR) and associated skills gained through psychomotor skills practice based on current national guidelines.** S4.M8.6
Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	6. **Describes how being physically active leads to a healthy body.** S5.M1.6
	6. **Identifies components of physical activity that provide opportunities for reducing stress and for social interaction.** S5.M2.6
	6. **Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback, or modifying the tasks** S5.M3.6
	6. **Describes how moving competently in a physical activity setting creates enjoyment.** S5.M4.6
	6. **Identifies how self-expression and physical activity are related** S5.M5.6
	6. **Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing within the spirit of the game or activity.** S5.M6.6