

Grade 6

Adopted 2016

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

- 6. Combines actions, balances and weight transfers to create a gymnastics sequence with a partner on equipment or apparatus.** S1.E12.6

- 6. Demonstrates correct rhythm and pattern for one of the following dance forms: folk, social, creative, line or world dance.** S1.E1.8.6

- 6. Throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = second base to first base).** S1.M2.6

- 6. Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks.** S1.M3.6

- 6. Passes and receives with hands in combination with locomotor patterns of running, change of direction and speed with competency in modified invasion games (e.g., basketball, flag football).** S1.M4.6

- 6. Throws, while stationary, a leading pass to a moving receiver.** S1.M5.6

- 6. Performs pivots, fakes and jab steps designed to create open space during practice tasks.** S1.M6.6

- 6. Performs the following offensive skills without defensive pressure: pivots, give & go's, 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, change in 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.** 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 a legal underhand serve with control for net/wall games (e.g., badminton, volleyball, or pickle ball).** S1.M12.6

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- 6. Strikes with a mature overhand pattern in a non-dynamic environment (closed skills) for net/wall games (e.g., volleyball, badminton and tennis).** S1.M13.6
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- 6. Demonstrates the mature form of the forehand and backhand strokes with a short-handled implement in net games (e.g., paddleball, pickle ball, or tennis).** S1.M14.6
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- 6. Transfers weight with correct timing for the striking pattern.** S1.M15.6
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- 6. Forehand volleys with a mature form and control using a short-handled implement.** S1.M16.6
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- 6. Two-hand-volleys with control in a variety of practice tasks.** S1.M17.6
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- 6. Demonstrates a mature underhand pattern for a modified target game (e.g., bowling, bocce, bean bags, or horseshoes).** S1.M18.6
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- 6. Strikes, with an implement, a stationary object for accuracy in activities (e.g., croquet, shuffleboard, or golf).** S1.M19.6
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- 6. Strikes a pitched ball, with an implement, in a variety of practice tasks.** S1.M20.6
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- 6. Catches, with a mature pattern, from different trajectories using a variety of objects in varying practice tasks.** S1.M21.6
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- 6. Demonstrates correct technique for basic skills in one self-selected outdoor pursuit.** S1.M22.6
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- 6. Demonstrates correct technique for basic skills in one self-selected individual-performance activity.** S1.M23.6
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Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

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- 6. 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.M1.6
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- 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
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- 6. Creates open space by using the width and length of the field/court on offense.** S2.M3.6
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- 6. Reduces open space on defense by making the body larger and reducing passing angles.** S2.M4.6
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- 6. Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass.** S2.M5.6
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- 6. Transitions from offense to defense or defense or offense by recovering quickly.** S2.M6.6
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- 6. Creates open space in net/wall games with a short-handled implement by varying force and direction.** S2.M7.6
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- 6. Reduces offensive options for opponents by returning to midcourt position.** S2.M8.6
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- 6. Selects appropriate shot and/or club based on location of the object in relation to the target.** S2.M9.6
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- 6. Identifies open spaces and attempts to strike object into that space.** S2.M10.6
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- 6. Identifies the correct defensive play based on the situation (e.g., number of outs).** S2.M11.6
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- 6. Varies application of force during dance or gymnastic activities.** S2.M12.6
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- 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
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Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

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- 6. Describes how being physically active leads to a healthy body.** S3.M1.6
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- 6. Participates in self-selected physical activity outside of physical education class.** S3.M2.6
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- 6. Participates in a variety of aerobic fitness activities (e.g., cardio-kick, step aerobics and aerobic dance).** S3.M3.6
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- 6. Participates in a variety of aerobic fitness activities with or without technology, (e.g., Dance, Dance Revolution or Wii-Fit).** S3.M4.6
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- 6. Participates in a variety of lifetime recreational team sports, outdoor pursuits or dance activities.** S3.M5.6
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- 6. Participates in moderate to vigorous 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
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- 6. Identifies the components of skill-related fitness.** S3.M7.6
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- 6. Set 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
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- 6. Employs correct techniques and methods of stretching.** S3.M9.6
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- 6. Differentiates between aerobic and anaerobic capacity and between muscular strength and endurance.** S3.M10.6
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- 6. 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.M11.6
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- 6. Describes the role of warm-ups and cool-downs before and after physical activity.** S3.M12.6
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- 6. Defines resting heart rate and describes its relationship to aerobic fitness and the Borg Rating of Perceived Exertion (RPE) Scale.** S3.M13.6
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- 6. Identifies major muscles used in selected physical activities.** S3.M14.6
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- 6. Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment.** S3.M15.6
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- 6. Maintains a physical activity log for at least two weeks and reflects on activity levels as documented in the log.** S3.M16.6
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- 6. Identifies foods within each of the basic food groups and selects appropriate servings and portions for her/his age and physical activity levels.** S3.M17.6
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- 6. Identifies positive and negative results of stress and appropriate ways of dealing with each.** S3.M18.6
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Exhibits responsible personal and social behavior that respects self and others.

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- 6. Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors.** S4.M1.6
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- 6. Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.** S4.M2.6
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- 6. Demonstrating self-responsibility by implementing specific corrective feedback to improve performance.** S4.M3.6
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- 6. Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback.** S4.M4.6
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- 6. Cooperates with a small group of classmates during adventure activities, game play, or team-building activities.** S4.M5.6
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- 6. Identifies the rules and etiquette for physical activities, games, and dance activities.** S4.M6.6
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- 6. Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance.** S4.M7.6
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Recognizes the value of physical activity for health, enjoyment, challenge, self-

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- 6. Describes how being physically active leads to a healthy body.** S5.M1.6
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- 6. Identifies components of physical activity that provide opportunities for reducing stress and for social interaction.** S5.M2.6
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expression and/or social interaction.

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- 6. Recognize individual challenges and copes in a positive way, such as, extending effort, asking for help and/or feedback or modifying the tasks.** S5.M3.6
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- 6. Describes how moving competently in a physical activity setting creates enjoyment.** S5.M4.6
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- 6. Identifies how self-expression and physical activity are related.** S5.M5.6
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- 6. 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.M6.6