Oklahoma Physical Education

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
	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
	6. **Transfers weight with correct timing for the striking pattern.** S1.M15.6
	6. **Forehand volleys 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.** S1.M17.6
	6. **Demonstrates a mature underhand pattern for a modified target game (e.g., bowling, bocce, bean bags, or horseshoes).** S1.M18.6
	6. **Strikes, with an implement, a stationary object for accuracy in activities (e.g., croquet, shuffleboard, or golf).** S1.M19.6
	6. **Strikes a pitched ball, with an implement, in a variety of practice tasks.** S1.M20.6
	6. **Catches, with a mature pattern, 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 pursuit.** S1.M22.6
	6. **Demonstrates correct technique for basic skills in one self-selected individual-performance activity.** S1.M23.6
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; change 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
	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

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	6. **Transitions from offense to defense or defense or 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 midcourt 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 force during 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 (e.g., cardio-kick, step aerobics and aerobic dance).** S3.M3.6
	6. **Participates in a variety of aerobic fitness activities with or without technology, (e.g., Dance, Dance Revolution or Wii-Fit).** S3.M4.6
	6. **Participates in a variety of lifetime recreational team sports, outdoor pursuits or dance activities.** S3.M5.6
	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
	6. **Identifies the components of skill-related fitness.** S3.M7.6
	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
	6. **Employs correct techniques and methods of stretching.** S3.M9.6
	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
	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. 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 her/his 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. Demonstrating 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
	6. Identifies the rules and etiquette for physical activities, games, and dance activities. S4.M6.6
	6. Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance. S4.M7.6
Recognizes the value of ph[illegible] he[illegible] ch[illegible]	6. Describes how being physically active leads to a healthy body. S5.M1.6
	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.	**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
	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 in the spirit of the game or activity.** S5.M6.6