

Grade 6

Adopted 2014

The physically literate individual demonstrates proficiency in a variety of motor skills and movement patterns.

6. Demonstrates correct rhythm and pattern for one of the following 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 activity in a dynamic environment. [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 and change of direction and speed with competency in varying practice tasks. [S1.M4.6](#)

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: 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 correct technique 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, pickleball). [S1.M12.6](#)

6. Strikes, with a mature overhand pattern, in a non-dynamic environment for net/wall games (e.g., volleyball, handball, badminton, 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, pickleball, short-handled racket 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. Executes consistently a mature underhand pattern for target games (e.g., bowling, bocci, horseshoes).** S1.M18.6
-
- 6. Strikes, with an implement, a stationary object for accuracy in activities (e.g., croquet, shuffleboard, 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 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 activity.** S1.M22.6
-
- 6a. Demonstrates correct technique for basic skills in one self-selected individual-performance activity.** S1.M24.6A
-
- 6b. Demonstrates age-appropriate target zones for three of the five health-related fitness components.** S1.M24.6B
-

The physically literate individual applies knowledge of concepts, principles, strategies and tactics to enhance 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 and 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
-
- 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 force during various activities.** S2.M12.6
-
- 6. Identify and use appropriate equipment or technology for a variety of activities.** S2.M13.6
-
- 6. Utilize the basics of the FITT Principles in a variety of activities.** S2.M14.6
-

The physically literate individual 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 a variety of cardiovascular, muscular strength, muscular endurance and flexibility activities with teacher direction.** S3.M3.6
-
- 6. Participates in a variety of aerobic and strength activities using technology.** S3.M4.6
-
- 6. Participates in a variety of lifetime recreational individual, dual, and team activities.** S3.M5.6
-
- 6. Identifies the components of skill-related fitness.** S3.M7.6
-
- 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 muscular strength and endurance.** S3.M10.6
-
- 6. Identifies each of the components of the overload principle (FITT formula) 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 (RHR) and describes its relationship to aerobic fitness and perceived exertion.** 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 with teacher assistance.** 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
-

The physically literate individual exhibits responsible personal and social behavior that respects self, others and environment.

-
- 6. Exhibits 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
-
- 6a. Identifies the rules and etiquette for physical activities/games.** S4.M6.6A
-
- 6b. Exhibits the fundamentals of good sportsmanship.** S4.M6.6B
-
- 6. Uses physical activity and fitness equipment appropriately and safely, with minimal teacher's guidance.** S4.M7.6
-

The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, employment opportunities and social interaction.

-
- 6. Describes how being physically active leads to a healthy brain and 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. (e.g., extending effort, asking for help or feedback and/or modifying the tasks.)** S5.M3.6
-

6. Describes how moving proficiently 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