South Dakota Physical Education

# 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

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| | **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 |

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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 |
| | 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 |

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| | **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** | **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 |

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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