

# Grade 6

**Movement patterns and movement skills-- locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate locomotor skills. The student is expected to:** 6.1

- a perform a variety of locomotor skills and combinations during dynamic activities and games; and** 6.1.A

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- b demonstrate correct jumping and landing technique during dynamic activities, game situations, and sports.** 6.1.B

**Movement patterns and movement skills--non-locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate non-locomotor skills. The student is expected to:** 6.2

- a demonstrate balance with control during dynamic activities and games; and** 6.2.A

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- b demonstrate proper body positioning, proficiency, footwork, and offensive and defensive skills during dynamic activities and games.** 6.2.B

**Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to:** 6.3

- a demonstrate correct technique when throwing to a moving target;** 6.3.A

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- b demonstrate correct catching technique from different levels and trajectories with a variety of objects;** 6.3.B

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- c demonstrate correct hand dribbling technique when changing both speed and direction while maintaining ball control;** 6.3.C

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- d demonstrate correct foot dribbling technique with control while changing both speed and direction during dynamic activities and game situations;** 6.3.D

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- e demonstrate correct technique in kicking and punting with accuracy during dynamic activities and lead-up games;** 6.3.E

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**f** demonstrate correct technique in volleying to a target with control and accuracy; 6.3.F

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**g** demonstrate correct technique when striking an object with speed, accuracy, force, and distance using a hand or handled implement during dynamic activities and lead-up games; and 6.3.G

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**h** create and perform a jump rope routine using a variety of advanced skills. 6.3.H

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**Movement patterns and movement skills--spatial and body awareness.** The physically literate student demonstrates competency in spatial and body awareness including pathways, shapes, levels, speed, direction, and force. The student is expected to: 6.4

**a** demonstrate the appropriate use of open space and closing space during dynamic activities, games, and sports; and 6.4.A

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**b** apply speed, direction, and force with a long-handled implement during dynamic activities, games, and sports. 6.4.B

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**Movement patterns and movement skills--rhythmic activities.** The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations. The student is expected to perform rhythmic routines with intermediate steps and movement patterns. 6.5

**5** Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations. The student is expected to perform rhythmic routines with intermediate steps and movement patterns. 6.5

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**Performance strategies--games and activities.** The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to: 6.6

**a** demonstrate offensive and defensive strategies used in net or wall, invasion, target, striking, and fielding games; 6.6.A

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**b** demonstrate combinations of locomotor, manipulative, and game skills in dynamic activities to achieve individual or team goals; and 6.6.B

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**c** demonstrate appropriate sporting behavior with teammates, opponents, and officials. 6.6.C

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Performance strategies-- outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to participate in self-selected, organized outdoor recreational skills, activities, and games. 6.7

7 Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to participate in self-selected, organized outdoor recreational skills, activities, and games. 6.7

Health, physical activity, and fitness--fitness principles. The physically literate student demonstrates and recognizes a health-enhancing, physically active lifestyle. The student is expected to: 6.8

a describe the long-term benefits of moderate to vigorous physical activity on overall health and wellness; 6.8.A

b describe the frequency, intensity, time, and type (FITT) principle and how it improves fitness in relation to aerobic and anaerobic activities; and 6.8.B

c describe health-related and skill-related fitness components and their impact on personal fitness. 6.8.C

Health, physical activity, and fitness--analyze data. The physically literate student demonstrates competency in the ability to analyze data used during fitness performance. The student is expected to: 6.9

a develop an individual fitness plan using personal fitness goals; and 6.9.A

b analyze results of fitness assessments to identify strategies for self-improvement. 6.9.B

Health, physical activity, and fitness--nutrition and hydration. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The student is expected to: 6.10

a identify macronutrients, including carbohydrates, fats, and proteins, and examine their relationship to optimal physical performance; and 6.10.A

b identify how environmental temperature and humidity each contribute to dehydration and heat illness. 6.10.B

Health, physical activity, and fitness-- environmental awareness and safety practices. The physically literate student demonstrates competency in environmental awareness and understands safety practices. The student is expected to: 6.11

- a perform, without cue, the selection and use of proper attire and safety equipment that promote safe participation and prevent injury in dynamic activities, games, and sports; and 6.11.A
- b perform, without cue, the correct safety precautions, including water, sun, cycling, skating, and scooter safety. 6.11.B

Social and emotional health--personal responsibility and self-management. The physically literate student demonstrates competency in personal responsibility. The student is expected to: 6.12

- a explain the importance of and accept responsibility for personal actions that affect self and others during game situations and sports; 6.12.A
- b explain the importance of and demonstrate respect for differences and similarities in abilities of self and others during dynamic activities and lead-up games; and 6.12.B
- c apply self-management skills to demonstrate self-control of impulses and emotions, without cue, during games, situations, and sports. 6.12.C

Social and emotional health--resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to: 6.13

- a discuss the importance of and resolve conflict, without cue, in socially acceptable ways, and respond to winning and losing with dignity and understanding; 6.13.A
- b explain and demonstrate effective communication to enhance healthy interactions while settling disagreements; and 6.13.B
- c demonstrate empathy and mutual respect for the feelings of others. 6.13.C

Social and emotional health--perseverance. The physically literate student perseveres while addressing challenges. The student is expected to discuss the importance of accepting individual challenges and demonstrate self-management skills to persevere in a positive manner during game

- 14 Social and emotional health--perseverance. The physically literate student perseveres while addressing challenges. The student is expected to discuss the importance of accepting individual challenges and demonstrate self-management skills to persevere in a positive manner during game situations and sports. 6.14

**situations and sports. 6.14**

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**Social and emotional health--accepting and providing constructive feedback. The physically literate student accepts and provides constructive feedback. The student is expected to analyze feedback to make appropriate changes to improve performance. 6.15**

**15 Social and emotional health--accepting and providing constructive feedback. The physically literate student accepts and provides constructive feedback. The student is expected to analyze feedback to make appropriate changes to improve performance. 6.15**

**Lifetime wellness--application of lifetime wellness. The physically literate student identifies the value of lifetime wellness. The student is expected to: 6.16**

**a develop a plan using available technology to participate in moderate to vigorous physical activity for a sustained period of time on a regular basis; and 6.16.A**

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**b describe how participation in a variety of physical activities builds confidence and increases personal enjoyment. 6.16.B**