Wisconsin Physical Education

6th Grade

The student will demonstrate competency in a variety of motor skills and movement patterns.

Dance and Rhythms

1A Demonstrate correct rhythm and pattern for one of the following dance forms: folk, social, creative, line, or world dance. PE.S1.M1A.6

1B Revise a selected dance/rhythm sequence to include new movement phases as an individual or small group. PE.S1.M1B.6

Invasion Games: Throwing

2 Throw with a mature pattern for distance or power appropriate to the practice task. PE.S1.M2.6

Invasion Games: Catching

3 Catch with a mature pattern from a variety of trajectories using different objects in varying practice tasks. PE.S1.M3.6

Invasion Games: Passing and Receiving

4 Pass and receive with hands, feet, or implement in combination with locomotor patterns of running and change of direction and speed with competency within invasion game practice tasks, including those from other cultures. PE.S1.M4.6

Invasion Games: Passing and Receiving

5 Throw, while stationary, a leading pass to a moving receiver. PE.S1.M5.6

Invasion Games: Offensive Skills

6 Perform pivot, fake, screen, give and go, and jab steps designed to create open space without defensive pressure during practice tasks. PE.S1.M6.6

Invasion Games: Dribbling/Object Control

7 Dribble with dominant hand using a change of speed and direction in a variety of practice tasks. PE.S1.M7.6

Invasion Games: Dribbling/Object Control

8 Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks. PE.S1.M8.6

Invasion Games: Shooting on Goal

Shoot on goal with power during practice tasks. PE.S1.M9.6

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Invasion Games: Defensive Skills

10 Maintain defensive-ready position with weight on balls of feet, arms extended, and eyes on the midsection of the offensive player. PE.S1.M10.6

Net/Wall Games: Serving

11 Performs an underhand serve with control for net and wall games. PE.S1.M11.6

Net/Wall Games: Striking

12 Strike with a mature overhand pattern in a non-dynamic environment for net/wall games. PE.S1.M12.6

Net/Wall Games: Forehand and Backhand

13 Demonstrate the mature form of the forehand and backhand strokes with a short-handled implement in net games. PE.S1.M13.6

Net/Wall Games: Weight Transfer

14 Transfer weight with correct timing for the striking pattern. PE.S1.M14.6

Net/Wall Games: Volley

15 Forehand volley with a mature form and control using a short-handled implement. PE.S1.M15.6

Net/Wall Games: Two-hand Volley

16 Two-hand volley with control in a variety of practice tasks. PE.S1.M16.6

Target Games: Throwing

17 Demonstrate a mature throwing pattern for a modified target activity during a practice task. PE.S1.M17.6

Target Games: Striking

18 Strike, with an implement, a stationary object for accuracy and distance in a practice task. PE.S1.M18.6

Fielding and Striking Games: Striking

19 Strike an object with an implement with force in a variety of practice tasks. PE.S1.M19.6

Fielding and Striking Games: Catching

20 Catch, with a mature pattern, from different trajectories using a variety of objects in a variety of practice tasks. PE.S1.M20.6

Outdoor Pursuits/ Adventure Activities

l Demonstrate correct technique for basic skills in one selected individual performance or outdoor activity. PE.S1.M21.6

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Aquatics: Swim Skills

22 Demonstrate swim skills as described by the American Red Cross “Learn to Swim and Achieve” or any other nationally recognized swim program. Students may exhibit skills in any of the swim skill levels. PE.S1.M22.6

The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.

Invasion Games: Creating Space (with movement)

1 Create open space by using locomotor patterns using width and length of the playing area (e.g., walking, running, jumping, and landing) in combination with movement (e.g., varying pathways, change of speed, direction, or pace). PE.S2.M1.6

Invasion Games: Creating Space (with offensive tactics)

2 Identify and perform at least one of the following offensive tactics to create open space: move to open space without the object; use a variety of passes, pivots, and fakes; give and go. PE.S2.M2.6

Invasion Games: Reducing Space (changing the size and shape)

3 Reduce open space on defense by making the body larger and reducing passing angles. PE.S2.M3.6

Invasion Games: Reducing Space (using denial)

4 Reduce open space by not allowing the catch (denial) or by allowing the catch but not the return pass. PE.S2.M4.6

Invasion Games: Transition

5 Transition from offense to defense or defense to offense by recovering quickly. PE.S2.M5.6

Net/Wall Games: Creating Space (through variation)

6 Create open space in net/wall games with either a long- or short-handled implement by varying force and direction. PE.S2.M6.6

Net/Wall Games: Using Tactics and Shots

7 Reduce offensive options for opponents by returning to home position while maintaining proper court positioning by limiting opponent’s offensive opportunities in varying practice tasks. PE.S2.M7.6

Target Games: Shot Selection

8 Select appropriate shot and club based on location of the object in relation to the target (e.g., appropriate disc or throw in disc golf, appropriate club in golf. PE.S2.M8.6

Fielding and Striking Games: Offensive Strategies

Identify open spaces and attempt to use a variety of shots to strike the object into that space. PE.S2.M9.6

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Fielding and Striking Games: Reducing Space

10 Identify and perform a defensive play based on the situation (e.g., number of outs). PE.S2.M10.6

Movement Concepts, Principles, and Knowledge

11 Identify Newton's Three Laws of Motion and how they impact movement in physical activity. PE.S2.M11.6

Aquatics: Safety

12 Students for grades 6-8 will demonstrate knowledge of all water safety concepts as outlined by the American Red Cross or any other nationally recognized swim program. PE.S2.M12.6

The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Physical Activity Knowledge: Barriers

1 Identify barriers related to maintaining a physically active lifestyle and seek solutions for eliminating those barriers. PE.S3.M1.6

Fitness Knowledge: Components

2 Provide examples of health-related and skill-related fitness physical activities. PE.S3.M2.6

3 Set and monitor a self-selected physical activity S.M.A.R.T. goal for aerobic and muscle- and bone-strengthening activity based on current fitness level. PE.S3.M3.6

4 Describe and demonstrate a variety of appropriate static stretching techniques for all major muscle groups. PE.S3.M4.6

5 Define aerobic and anaerobic capacity and muscular strength and muscular endurance. PE.S3.M5.6

6 Identify 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). PE.S3.M6.6

7 Describe the role of warm-ups and cooldowns before and after physical activity. PE.S3.M7.6

8 Determine the correlation between target heart rate zones to the Borg Scale rate of perceived exertion (RPE) to create and implement a basic plan for improvement. PE.S3.M8.6

9 Identify major muscles used in selected physical activities. PE.S3.M9.6

Assessment and Program Planning

10 Design and implement a program of remediation for an area of improvement based on the results of health-related fitness assessment. PE.S3.M10.6

11 Maintain a physical activity log for at least two weeks and reflect on activity levels as documented in the log. PE.S3.M11.6

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Nutrition: Healthy Nutritional Choices

12 Describe the relationship between poor nutrition and health risk factors. PE.S3.M12.6

Mindfulness and Stress Management

13A Identify positive and negative results of stress and appropriate ways of dealing with each. PE.S3.M13A.6

13B Explain the connections between fitness and overall physical and mental health. PE.S3.M13B.6

Knowledge Application

14A Engage in a variety of aerobic fitness activities using technology to monitor progress. PE.S3.M14A.6

14B Develop an inventory of physical fitness activities for each of the components of fitness. PE.S3.M14B.6

15 Identify and list various types of lifetime physical activity opportunities (e.g., recreational team or dual sports, outdoor pursuits, martial arts, dance/rhythms, aquatic activities, etc.). PE.S3.M15.6

16 Participate in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes a day. PE.S3.M16.6

The student will exhibit responsible personal and social behavior that respects self and others.

Safety

1 Identify safety concerns and protocols within the learning environment. PE.S4.M1.6

Social Awareness: Procedures and Protocols

2 Identify procedures and protocols for activities in a variety of learning environments (e.g., small-sided games, individual performance activities). PE.S4.M2.6

Social Awareness

3 Identify and define discrimination and stereotyping. PE.S4.M3.6

Self-management: Goal Setting

4 Set attainable and realistic short-term (S.M.A.R.T) goals. (WSELC 10) PE.S4.M4.6

Relationship Skills: Feedback

5 Identify ways to improve performance using teacher-generated criteria. PE.S4.M5.6

Relationship Skills: Conflict Resolution

6 Identify negotiation skills and conflict resolution strategies to resolve differences with teacher guidance. PE.S4.M6.6

Decision-making

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Identify how choices can impact others in a positive and negative way. PE.S4.M7.6

The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

Health and Wellbeing

1 Describe how being physically active leads to increased health and well-being. PE.S5.M1.6

Self-awareness and Self-management: Challenge and Growth Mindset

2 Identify when challenged personal strengths with teacher guidance. PE.S5.M2.6

Self-expression and Enjoyment

3 Identify why self-selected physical activities create enjoyment. PE.S5.M3.6

Self-expression and Enjoyment

4 Identify how self-expression and physical activity are related. PE.S5.M4.6

Social Interaction

5 Demonstrate respect for self and others in physical activities and games by following the rules, encouraging others, and playing in the spirit of the game. PE.S5.M5.6

Social Interaction

6 Identify and explain how physical activity provides opportunities for increasing social interaction. PE.S5.M6.6