

Grade 6

Adopted 2018

Demonstrates competency in a variety of motor skills and movement patterns.

- 1. Demonstrate correct rhythm and pattern for one of the following dance forms: folk, social, creative, line, or world dance. 6.1.1.1**

- 1. Throw for distance appropriate to the invasion or fielding and striking game practice tasks. For example: outfield to home plate; outfield to 3rd base. 6.1.2.1**

- 2. Catch from a variety of trajectories using different objects in varying invasion or fielding and striking game practice tasks. 6.1.2.2**

- 1. Pass and receive with competency, using hands in combination with locomotor patterns of running and change of direction and speed in invasion game practice tasks. For example: basketball, flag football, speedball, team handball. 6.1.3.1**

- 2. Throw, while stationary, a leading pass to a moving receiver in invasion game practice tasks. 6.1.3.2**

- 3. Execute pivots, fakes, jab steps, and give and go designed to create open space during invasion game practice tasks. 6.1.3.3**

- 4. Dribble with preferred hand using a change of speed and direction in a variety of invasion game practice tasks. 6.1.3.4**

- 5. Foot-dribble or dribble using an implement with control, changing speed and direction in a variety of invasion game practice tasks. 6.1.3.5**

- 6. Shoot on goal with accuracy in invasion game practice tasks. 6.1.3.6**

- 7. Maintain defensive ready position with weight on balls of feet, arms extended, and eyes on midsection of the body of the offensive player in invasion game practice tasks. 6.1.3.7**

- 1. Execute a legal underhand serve with control in net and wall game practice tasks. For example: badminton, pickleball, volleyball. 6.1.4.1**

- 2. Strike with an overhand pattern in small sided net and wall game practice tasks. For example: badminton, handball, tennis. 6.1.4.2**

- 3. Demonstrate the forehand and backhand strokes using a short-handled implement in small-sided net and wall practice tasks. For example: paddleball, pickleball, short-handled racket tennis. 6.1.4.3**

4. Forehand volley, with control, using a short-handled implement in small-sided net and wall game practice tasks. 6.1.4.4

5. Two-hand volley (underhand and overhand) with control in a variety of small-sided net and wall practice tasks. 6.1.4.5

1. Execute an underhand roll or toss for a target game practice task. For example: bowling, bocce, horseshoes. 6.1.5.1

2. Strike, using an implement and a stationary object for accuracy in target game practice tasks. For example: croquet, shuffleboard, golf. 6.1.5.2

1. Strike a pitched ball, using an implement, in a variety of fielding and striking game practice tasks. 6.1.6.1

2. Catch from different trajectories, using a variety of objects, in varying fielding and striking game practice tasks. 6.1.6.2

1. Demonstrate correct technique for basic skills in an outdoor activity. 6.1.7.1

1. Demonstrate correct technique for basic skills in one individual-performance activity. 6.1.8.1

Apply knowledge of concepts, principles, strategies and tactics to movement and performance.

1. Execute at least one of the following offensive tactics in invasion game practice tasks to create open space: move to open space without the ball; use a variety of passes, pivots, and fakes; and give and go. 6.2.1.1

2. Reduce open space on defense, in an invasion game practice task, by making the body larger and reducing passing angles. 6.2.1.2

3. Reduce open space, in an invasion game practice task, by not allowing the catch (denial) or by allowing the catch but not the return pass. 6.2.1.3

4. Transition from offense to defense, or defense to offense, in an invasion game practice task, by recovering quickly. 6.2.1.4

1. Create open space in net and wall game practice tasks, with a short-handled implement, by varying force and direction. 6.2.2.1

2. Reduce offensive options for opponents, in net and wall game practice tasks, by returning to base or home position. 6.2.2.2

1. Select an appropriate shot and implement based on the location of the object in relation to the target in target game practice tasks. 6.2.3.1

1. Identify open space, and attempt to strike an object into that space in fielding and striking game practice tasks. 6.2.4.1

2. Identify the correct defensive play based on the situation in fielding and striking practice tasks. For example: number of outs, positions of runners. 6.2.4.2

1. Vary the application of force during an individual-performance activity. 6.2.5.1

1. Describe the basic skills and tactics needed for participation in an outdoor activity. 6.2.6.1

Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

1. Identify barriers related to maintaining a physically active lifestyle. 6.3.1.1

1. Participate in a variety of aerobic-fitness activities using technology or media. For example: cardio-kick, step aerobics and aerobic dance. 6.3.2.1

2. Participate in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity for at least sixty minutes per day. 6.3.2.2

1. Identify the components of skill-related fitness. 6.3.3.1

2. Identify correct techniques and methods of stretching. 6.3.3.2

3. Describe the overload training principle and how it affects fitness. 6.3.3.3

4. Describe the role of warm-ups and cool-downs before and after physical activity. 6.3.3.4

5. Identify and explain heart rate zones. For example: resting heart rate, moderate heart rate, vigorous heart rate, and maximum heart rate. 6.3.3.5

6. Identify major muscles and bones used in selected physical activities. 6.3.3.6

1. Use SMART goals, based on the results of a health-related fitness assessment, to design, implement, and modify a maintenance or remediation program for one health-related fitness area. For example: SMART goals are specific and strategic, measurable, attainable, results-based and time-based. 6.3.4.1

2. Maintain a physical activity log for at least two weeks and reflect on activity levels as documented in the log. 6.3.4.2

1. Identify foods within each of the basic food groups and select appropriate servings and portions for one's age and physical activity levels. 6.3.5.1

1. Identify possible causes of stress and the negative effects of stress on health. 6.3.6.1

Exhibit responsible personal and social behavior that respects self and others.

1. Accept differences among classmates in physical development, maturation, and varying skill levels by avoiding insulting or boastful speech during physical activity. 6.4.1.1

2. Identify appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk. 6.4.1.2

1. Implement specific corrective feedback to improve performance. 6.4.2.1

1. Cooperate with a small group of classmates during game play, or team-building activities. 6.4.3.1

1. Follow the rules and etiquette for physical activities. 6.4.4.1

1. Use equipment and facilities appropriately and safely, with the teacher's guidance, in a physical activity setting. For example: fitness equipment, pedometers, sport equipment. 6.4.5.1

2. Make appropriate decisions regarding physical activity based on the weather, level of difficulty due to the conditions, or ability to ensure the safety of self and others. 6.4.5.2

Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

1. Describe the impact of screen time on levels of health. 6.5.1.1

2. Identify the relationship between participation in physical activity and stress reduction. 6.5.1.2

1. Recognize individual challenges in physical activity and implement methods of coping with them in a positive way. For example: extending effort, asking for help or feedback, or modifying the tasks. 6.5.2.1

1. Describe how moving competently in a physical activity setting creates enjoyment. 6.5.3.1

2. Describe how physical activity provides opportunities for self-expression. 6.5.3.2
