

GRADE 6

Strand 1: Students will achieve a level of competency in motor skills and movement patterns.

Skill development includes various locomotor and non-locomotor skills. Locomotor skills, which include walking, hopping, galloping, running, sliding, skipping, leaping, and jumping, are the foundation of movement. Non-locomotor skills using balance and weight transfer include curling, stretching, twisting, and bending. Competency progresses into manipulative skills such as catching, rope jumping, underhand and overhand throwing, dribbling, passing and receiving a ball with hands or feet.

- **Standard 6.1.1** Create an open space by using locomotor movement and change of speed and direction during activity.
- **Standard 6.1.2** Demonstrate competency in locomotor skills as applied to small group games (i.e., 3-5 players), such as basketball, flag football, and speedball.
- **Standard 6.1.3** Combine movement with manipulative skills to reach a target and score a goal (e.g., soccer, hockey, basketball).
- **Standard 6.1.4** Demonstrate correct rhythm and patterns for a dance form (e.g., folk, social, creative, line or world dance).
- **Standard 6.1.5** Perform a rhythmic dance using drumming, and incorporate complete movement using ropes, balls, or Lummi sticks.
- **Standard 6.1.6** Use locomotor and non-locomotor skills to teach a group dance or rhythmic activity.
- **Standard 6.1.7** Catch a variety of objects from different trajectories, using varying practice tasks.
- **Standard 6.1.8** Execute consistently (i.e., 70% of the time) a well-developed underhand pattern for target games such as bowling, bocci, or horseshoes.
- **Standard 6.1.9** Dribble with the dominant hand, using a change of speed and direction in a variety of practice tasks.
- **Standard 6.1.10** Complete a variety of practice tasks; dribble with control, changing speed and direction.
- **Standard 6.1.11** Pass and receive with the feet, using a well-developed pattern in a small group activity.

- **Standard 6.1.12** Demonstrate a complete skill by dribbling and shooting on goal with power in a game setting.
- **Standard 6.1.13** Demonstrate a well-developed form of the overhead volley through implementation in a game setting.
- **Standard 6.1.14** Create a jump rope routine with repeated patterns and combinations of movement.

Strand 2: Students will apply knowledge to attain efficient movement and performance.

Students will use space, pathways, shapes, levels, speed, direction, force, and strategy for effective movement in an activity setting.

- **Standard 6.2.1** Demonstrate individual strategies in a small group setting in both defensive and offensive situations to create or deny open space.
- **Standard 6.2.2** Apply speed, direction, and force using a long-handled implement, sending it toward a specific target area while in motion.
- **Standard 6.2.3** Execute an offensive tactic, such as pivots, fakes, or change of direction away from the ball, to create open space.
- **Standard 6.2.4** Reduce open space on defense, by making the body larger and reducing the passing angles.

Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity.

Students will understand how applied knowledge of physical activity and nutrition can result in overall wellness.

- **Standard 6.3.1** Record daily activity and identify benefits gained. Describe how being physically active leads to a healthy body.
- **Standard 6.3.2** Participate in self-selected physical activity outside of physical education class.
- **Standard 6.3.3** Differentiate between skill-related and health-related fitness.
- **Standard 6.3.4** Explain the role of warm-up and cool-down before and after physical activity.
- **Standard 6.3.5** Design and implement a program of remediation for any area of weakness based on results of health-related fitness assessment.
- **Standard 6.3.6** Select food within each of the basic food groups, and select appropriate servings and portions for age and physical activity level.

- **Standard 6.3.7** Identify positive and negative results from stress and appropriate ways of dealing with each.

Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others.

Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.

- **Standard 6.4.1** Exhibit personal responsibility by using appropriate etiquette, demonstrate respect for facilities, and exhibit safe behaviors.
- **Standard 6.4.2** Identify and use appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.
- **Standard 6.4.3** Demonstrate understanding that there are differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback to peers.
- **Standard 6.4.4** Demonstrate understanding of rules and etiquette for physical activities, games, and dance.
- **Standard 6.4.5** Use physical activity and fitness equipment appropriately and safely, with minimal teacher guidance.

Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family.

Students will identify activities that bring satisfaction and pleasure through participation and reflect how physical activity promotes a lifetime of wellness.

- **Standard 6.5.1** Describe how being physically active leads to a healthy body.
- **Standard 6.5.2** Identify why physical activity participation reduces stress and promotes positive social interaction.
- **Standard 6.5.3** Understand that personal challenges can be positive, and reaction can build personal satisfaction through acceptance of feedback, extending effort, and not being afraid to ask for help.
- **Standard 6.5.4** Describe how participation in a physical activity creates enjoyment.
- **Standard 6.5.5** Demonstrate 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.