

Grade 6

Adopted 2016

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

1. Demonstrates correct rhythm and pattern for one of the following rhythms forms: folk, social, creative, line or world dance. [PE.1.6.1](#)
2. Passes and receives with hands in combination with locomotor patterns of running and change of direction & speed with competency in invasion games such as basketball, flag football, speedball or team handball. [PE.1.6.2](#)
3. Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks. [PE.1.6.3](#)
4. Demonstrates the mature form with an underhand serve with control for net/wall games such as badminton, volleyball or pickleball in a practice task. [PE.1.6.4](#)
5. Demonstrates the mature form of the forehand stroke in net games in a practice task. [PE.1.6.5](#)
6. Forehand-volleys with a mature form and control using a short-handled implement. [PE.1.6.6](#)
7. Demonstrates correct technique for basic skills in one self-selected outdoor activity. (See end of Middle School section for examples) [PE.1.6.7](#)
8. Availability of facilities will dictate when swimming and water safety are offered in the curriculum. [PE.1.6.8](#)

The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

1. Creates open space by using locomotor movements (e.g., walking, running, jumping & landing) in combination with movement (e.g., varying pathways; change of speed, direction or pace). [PE.2.6.1](#)
2. Identifies and/or executes at least 1 the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give & go. [PE.2.6.2](#)
3. Reduces open space on defense by marking and staying close to the opponent. [PE.2.6.3](#)
4. Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass in a practice task. [PE.2.6.4](#)

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5. **Transitions from offense to defense or defense to offense by recovering quickly.** PE.2.6.5

 6. **Creates open space in net/wall games by varying force and direction.** PE.2.6.6

 7. **Reduces offensive options for opponents by returning to mid-court position.** PE.2.6.7

 8. **Selects appropriate shot and/or equipment based on location of the object in relation to the target.** PE.2.6.8

 9. **Identifies the correct defensive play based on the situation (e.g., number of outs).** PE.2.6.9

 10. **Makes appropriate decisions based on the weather, level of difficulty due to conditions or ability to ensure safety of self and others.** PE.2.6.10
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The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

1. **Is able to identify three influences on physical activity (e.g., school, family & peers; community & built environment; policy).** PE.3.6.1

2. **Participates in self-selected physical activity outside of physical education class.** PE.3.6.2

3. **Participates in a variety of cardiovascular/aerobic fitness activities.** PE.3.6.3

4. **Participates in a variety of lifetime recreational team sports, outdoor pursuits or dance activities.** PE.3.6.4

5. **Identifies the components of skill-related fitness.** PE.3.6.5

6. **Employs correct techniques and methods of stretching.** PE.3.6.6

7. **Identifies each of the components of the overload principle (FITT formula: frequency, intensity, time, type) for different types of physical activity (aerobic, muscular fitness and flexibility).** PE.3.6.7

8. **Describes the role of warm-ups and cool-downs before and after physical activity.** PE.3.6.8

9. **Defines resting heart rate and describes its relationship to aerobic fitness and the Borg Rating of Perceived Exertion (RPE) Scale.** PE.3.6.9

10. **Identifies major muscles used in selected physical activities.** PE.3.6.10

11. **Identify areas of weakness based on the results of health-related fitness assessment.** PE.3.6.11

12. **Identifies foods within each of the basic food groups and selects appropriate servings and portions for his/her age and physical activity levels.** PE.3.6.12

13. Identifies positive and negative results of stress and appropriate ways of dealing with each. PE.3.6.13

The physically literate individual exhibits responsible personal and social behavior that respects self and others.

- 1. Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors. PE.4.6.1**
 - 2. Demonstrates self-responsibility by implementing specific corrective feedback to improve performance. PE.4.6.2**
 - 3. Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback. PE.4.6.3**
 - 4. Cooperates with a small group of classmates during all class activities under teacher guidance. PE.4.6.4**
 - 5. Identifies the rules and etiquette for physical activities/games and dance activities. PE.4.6.5**
 - 6. Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance. PE.4.6.6**
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The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- 1. Describes how being physically active leads to a healthy body. PE.5.6.1**
- 2. Identifies components of physical activity that provide opportunities for reducing stress and for social interaction. PE.5.6.2**
- 3. Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback and/or modifying the tasks. PE.5.6.3**
- 4. Describes how moving in a physical activity setting creates enjoyment. PE.5.6.4**
- 5. Demonstrates respect for self and others by following the rules, encouraging others and playing in the spirit of the game or activity. PE.5.6.5**