

# Grade 6

Adopted 2015

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

- a. Demonstrates correct rhythm and pattern for 1 of the following dance forms: folk, social, creative, line or world dance. [S1.M1.6.A](#)

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- a. Throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = 2nd base to 1st base). [S1.M2.6.A](#)

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- a. Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks. [S1.M3.6.A](#)

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- a. Passes and receives with hands in combination with locomotor patterns of running and change of direction & speed with competency in modified invasion games such as basketball, flag football, speedball, or team handball. [S1.M4.6.A](#)

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- a. Throws, while stationary, a lead pass to a moving target. [S1.M5.6.A](#)

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- a. Performs pivots, fakes and jab steps designed to create open space during practice tasks. [S1.M6.6.A](#)

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- a. Performs the following offensive skills without defensive pressure: pivot, give & go, and fakes. [S1.M7.6.A](#)

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- a. Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks. [S1.M8.6.A](#)

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- a. Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks. [S1.M9.6.A](#)

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- a. Shoots on goal with power in a dynamic environment as appropriate to the activity. [S1.M10.6.A](#)

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- a. Maintains defensive ready position with weight on balls of feet, arms extended, and eyes on midsection of the offensive player. [S1.M11.6.A](#)

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- a. Performs a legal underhand serve with control for net/wall games such as badminton, volleyball, pickleball. [S1.M12.6.A](#)

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- a. Strikes, with a mature overarm pattern in a non-dynamic environment (closed skills) for net/wall games such as volleyball, handball, badminton or tennis. [S1.M13.6.A](#)

- a. Demonstrates the mature form of forehand and backhand strokes with a short-handled implement in net games such as paddleball, pickleball or short-handled racket tennis. [S1.M14.6.A](#)
- a. Transfers weight with correct timing for the striking pattern. [S1.M15.6.A](#)
- a. Forehand volleys with mature form and control using a short-handled implement. [S1.M16.6.A](#)
- a. Two-hand volleys with control in a variety of practice tasks. [S1.M17.6.A](#)
- a. Demonstrates a mature underhand pattern for a modified target games such as bowling, bocce, or horseshoes. [S1.M18.6.A](#)
- a. Strikes, with an implement, a stationary object for accuracy in activities such as croquet, shuffleboard or golf. [S1.M19.6.A](#)
- a. Strikes a pitched ball with an implement with force in a variety of practice tasks. [S1.M20.6.A](#)
- a. Catches, with mature pattern, from different trajectories using a variety of objects in varying practice tasks. [S1.M21.6.A](#)
- a. Demonstrates correct technique for basic skills in at least 1 self-selected outdoor activity. [S1.M22.6.A](#)
- a. Preferably taught at elementary or secondary levels. However, availability of facilities might dictate when swimming and water safety are offered in the curriculum. [S1.M23.6-8.A](#)
- a. Demonstrates correct technique for basic skills in at 1 self-selected individual-performance activity. [S1.M24.6.A](#)

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

- a. 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). [S2.M1.6.A](#)
- a. Executes at least 1 of 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. [S2.M2.6.A](#)
- a. Creates open space by using the width and length of the field/court on offense. [S2.M3.6.A](#)
- a. Reduces open space on defense by making the body larger and reducing passing angles. [S2.M4.6.A](#)
- a. Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass. [S2.M5.6.A](#)

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- a. Transitions from offense to defense or defense to offense by recovering quickly.** S2.M6.6.A
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- a. Creates open space in net/wall games with short-handled implement by varying force and direction** S2.M7.6.A
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- a. Reduces offensive options for opponents by returning to midcourt position.** S2.M8.6.A
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- a. Selects appropriate shot and/or club based on location of the object in relation to the target.** S2.M9.6.A
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- a. Identifies open spaces and attempts to strike object into that space.** S2.M10.6.A
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- a. Identifies the correct defensive play based on the situation (e.g., number of outs).** S2.M11.6.A
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- a. Varies application of force during dance or gymnastic activities.** S2.M12.6.A
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- a. Makes appropriate decisions based on weather, level of difficulty due to the conditions, or ability to ensure safety of self and others.** S2.M13.6.A
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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.

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- a. Describes how being physically active leads to a healthy body.** S3.M1.6.A
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- a. Participates in self-selected physical activity outside of physical education class.** S3.M2.6.A
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- a. Participates in a variety of self-selected aerobic-fitness activities.** S3.M3.6.A
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- a. Participates in a variety of aerobic-fitness activities using technology such as Dance Dance Revolution or Wii Fit.** S3.M4.6.A
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- a. Participates in a variety of lifetime recreational team sports, outdoor pursuits or dance activities.** S3.M5.6.A
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- a. Participates in moderate to vigorous physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day.** S3.M6.6.A
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- a. Identifies the components of skill-related fitness.** S3.M7.6.A
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- a. Sets and monitors a self-selected physical-activity goal for aerobic and/or muscle- and bone-strengthening activity based on current fitness level.** S3.M8.6.A
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- a. Employs correct techniques and methods of stretching.** S3.M9.6.A
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- a. Differentiates between aerobic and anaerobic capacity and between muscular strength and endurance.** S3.M10.6.A
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- a. 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).** S3.M11.6.A
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- a. Describes the role of warm-up/cool-down regimen for a self-selected physical activity.** S3.M12.6.A
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- a. Defines resting heart rate and describes its relationship to aerobic fitness and the Borg Rating of Perceived Exertion (RPE) Scale.** S3.M13.6.A
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- a. Identifies major muscles used in selected physical activities.** S3.M14.6.A
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- a. Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment.** S3.M15.6.A
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- a. Maintains physical activity log for at least 2 weeks and reflects on activity levels as documented in the log.** S3.M16.6.A
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- a. Identifies foods within each of the basic food groups and selects appropriate servings and portions for his/her age and physical activity levels.** S3.M17.6.A
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- a. Identifies positive and negative results of stress and appropriate ways of dealing with each.** S3.M18.6.A
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The physically literate individual exhibits responsible personal and social behavior that respects self and others.

- a. Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors.** S4.M1.6.A
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- a. Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.** S4.M2.6.A
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- a. Demonstrates self-responsibility by implementing specific corrective feedback to improve performance.** S4.M3.6.A
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- a. Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback.** S4.M4.6.A
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- a. Cooperates with a small group of classmates during adventure activities, game play, or team-building activities.** S4.M5.6.A
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- a. Identifies the rules and etiquette for physical activities, games and dance activities.** S4.M6.6.A
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- a. Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance.** S4.M7.6.A
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- a. Applies sun safe practices.** S4.M8.6-8.A
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- b. Applies water safety practices.** S4.M8.6-8.B
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**The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.**

**a. Describes how being physically active leads to a healthy body.** S5.M1.6.A

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**a. Identifies components of physical activity that provide opportunities for reducing stress and for social interaction.** S5.M2.6.A

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**a. Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback, or modifying the task.** S5.M3.6.A

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**a. Describes how moving competently in a physical activity setting creates enjoyment.** S5.M4.6.A

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**a. Identifies how self-expression and physical activity are related.** S5.M5.6.A

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**a. 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.** S5.M6.6.A