

STANDARDS FOR PHYSICAL EDUCATION: GRADE 6

CATALINA FOOTHILLS SCHOOL DISTRICT

Standard 1: Motor Skills and Movement Patterns

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

PE.6.1.1 Apply locomotor (required: jump stop; for example: basketball), nonlocomotor, and manipulative skills in a variety of modified games/sports (for example: small-sided; required: invasion games, net/wall games, target games [corn hole game, Frisbee golf, ladder golf], fielding/striking games), and practice tasks.

- apply mature form/pattern for throwing, catching, passing and receiving (required: forearm pass - underhand, give and go, with implement), striking (required: short implement: forehand, backhand; for accuracy and distance), serving (required: underhand) and volleying (required: overhead, underhand) as appropriate to practice tasks and games

PE.6.1.2 Perform correct rhythm(s) and pattern(s) for line dancing.

PE.6.1.3 Combine movement skills (for example: throwing and catching/passing and receiving, running with change of direction) in modified team and individual games/sports (for example: small-sided; required: invasion games, net/wall games, fielding/striking games).

PE.6.1.4 Develop basic offensive (required: pivot, fake, jab step) and defensive (required: drop step; athletic stance) skills while playing modified versions of team and individual games and sports.

Standard 2: Movement and Performance

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

PE.6.2.1 Create and reduce space (controlling space) by using locomotor movements in combination with movement concepts (for example: varying pathways; change of speed, direction, or pace), offensive tactics (for example: pivots and fakes), and using width and length (for example: staying spread out) in a variety of modified games/sports and practice tasks.

- identify open space and attempt to strike an object into that space
- move to open space without the ball
- reduce open space on defense appropriate to the game/sport and practice task
- transition from offense to defense or defense to offense by recovering quickly
- reduce offensive options for opponents by returning to mid-court position

PE.6.2. Vary application of force during dance or movement activities.

Standard 3: Physical Activity and Fitness

The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness

PE.6.3.1 Describe how being physically active leads to a healthy body. [Connect to Health]

PE.6.3.2 Participate in a variety of cardiovascular, muscular strength, muscular endurance, and flexibility activities with teacher direction.

- participate in a variety of aerobic fitness and strength activities (for example: cardio kick, step aerobics, and/or aerobic dance - Wii Fit; Dance, Dance Revolution)
- employ correct techniques and methods of stretching
- participate in a variety of lifetime recreational individual, dual, and team activities

PE.6.3.3 Identify each of the components of the overload principle (FITT formula: frequency, intensity, time, type) for different types of physical activity (aerobic, muscle fitness, and flexibility).

- describe the connection between resting heart rate (RHR) to aerobic fitness and perceived exertion

PE.6.3.4 Design and implement a program of remediation for any areas of weakness based on the results of health-related fitness assessment.

- set and monitor a self-selected, realistic, physical activity goal for aerobic and/or muscle- and bone-strengthening activity based on current fitness level
- maintain a physical activity log; reflect on activity levels; monitor and adjust, as needed (for example: *FitnessGram*, activity log) [ongoing during the year, not lesson specific]

PE.6.3.5 Identify foods within each of the basic food groups (MyPlate Food Guidance System) and select appropriate servings and portions for his/her age and physical activity levels. [Connect to Health]

PE.6.3.6 Identify positive and negative results of stress and appropriate ways of dealing with each. [Connect to Health]

Standard 4: Responsible Personal and Social Behavior

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

PE.6.4.1 Exhibit responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors during physical activities/games and dance.

- use physical activity and fitness equipment appropriately and safely, with minimal teacher's guidance
- exhibit the fundamentals of good sportsmanship (for example: abide by the rules of the game, playing fair, self-control, take loss or defeat without complaint, or victory without gloating, avoid arguments)

PE.6.4.2 Demonstrate self-responsibility by implementing specific corrective feedback to improve performance.

- identify and use appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk

PE.6.4.3 Accept differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback.

PE.6.4.4 Cooperate with a small group of classmates during game play or team-building activities.

Standard 5: Value of Physical Activity

The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

PE.6.5.1 Describe how being physically active leads to a healthy brain and body. [Health] [Connect to Health Standards]

- identify components of physical activity that provide opportunities for reducing stress and for social interaction [Connect to Health]

PE.6.5.2 Identify individual challenges and how to cope in a positive way (for example: extending effort, asking for help/feedback, and/or modifying the tasks). [Challenge]

PE.6.5.3 Describe how self-expression and physical activity are related. [Self-expression and Enjoyment]

PE.6.5.4 Demonstrate respect for self and others in activities and games by following the rules, encouraging others, and playing within the spirit of the game or activity. [Social Interaction] [Connect to Standard 4]