

# 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]