

GRADE 6

MIDDLE SCHOOL

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

Students in sixth grade are working on skill development, including locomotor and non-locomotor skills, mastering basic manipulative skills, and after practice engage in small group games or lead-up games. Competency progresses into manipulative skills such as catching, throwing, and dribbling with hands and feet. Students will apply skills in modified games. Instruction includes an introduction to training principles and activities that can enhance health-related fitness as students pursue personal fitness goals.

- **Standard G6.1.1** Throw with a mature pattern for distance or power (e.g., throw from outfield to home, or from second base to first base).
- **Standard G6.1.2** Catch with a mature pattern from a variety of trajectories using different equipment (e.g. softball, basketball, Frisbee, team handball).
- **Standard G6.1.3** Perform correct rhythm and pattern for dance (e.g., folk, social, creative, line, or original).
- **Standard G6.1.4** Create open space using pivots, fakes, and jab steps during a practice.
- **Standard G6.1.5** Dribble with dominant hand, changing speed and direction in practice.
- **Standard G6.1.6** Shoot using power in a dynamic setting to score a goal (e.g., basketball or soccer).
- **Standard G6.1.7** Serve underhand with control over a net (e.g., volleyball, badminton, pickleball).
- **Standard G6.1.8** Demonstrate the ready position for defense in a small game setting.
- **Standard G6.1.9** Demonstrate the mature forehand and backhand stroke using a short-handled implement in net games (e.g., paddle ball, pickleball, or short-handled tennis).
- **Standard G6.1.10** Demonstrate correct weight transfer for a striking pattern.
- **Standard G6.1.11** Perform a two-hand volley with control to a target in a variety of practice settings.
- **Standard G6.1.12** Execute a mature underhand pattern for target games succeeding 70% of the time (e.g., bowling, bocci, horseshoes).

- **Standard G6.1.13** Strike a stationary object with an implement (e.g., croquet, shuffleboard, golf).
- **Standard G6.1.14** Strike a pitched ball with force in a practice setting.

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

Students will use tactics utilizing space, pathways, shapes, levels, speed, direction, force, and strategy for effective movement in an activity setting. Students will utilize defensive and offensive strategies to gain advantage in a game setting.

- **Standard G6.2.1** Create open space by using locomotor skills (e.g., walking, running, jumping and landing) in combination with movement skills (e.g., varying pathways, changing speed, direction or pace).
- **Standard G6.2.2** Reduce open space on defense by making the body larger or reducing passing angles.
- **Standard G6.2.3** Reduce open space by denying the catch or allowing the catch, but not the return pass.
- **Standard G6.2.4** Demonstrate transition from offense to defense, or defense to offense through quick recovery.
- **Standard G6.2.5** Recognize open space and attempt to strike an object into that space.
- **Standard G6.2.6** Identify the correct defensive play based on the situation (e.g., number of outs in softball).
- **Standard G6.2.6** Change force application during a dance or gymnastic activity.

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

Students will identify the components of designing, monitoring, and evaluating physical fitness, understanding the importance of attention to minimal fitness needs and implementing essential components to maintaining a lifetime of fitness.

- **Standard G6.3.1** Describe how being physically active leads to a healthy body.
- **Standard G6.3.2** Participate in self-selected physical activity outside of physical education class.
- **Standard G6.3.3** Participate in a variety of aerobic fitness activities (e.g., cardio kick, step aerobics, aerobic dance).
- **Standard G6.3.4** Participate in a fitness program using technology outside of physical education class.

- **Standard G6.3.5** Research a variety of recreational activities or sports.
- **Standard G6.3.6** Identify the components of skill-related fitness.
- **Standard G6.3.7** Record levels of activity, including levels of intensity, for at least 60 minutes per day.
- **Standard G6.3.8** Apply and demonstrate correct techniques and methods of stretching.
- **Standard G6.3.9** Differentiate between aerobic and anaerobic capacity, and between muscle strength and endurance.
- **Standard G6.3.10** Describe the importance of warm-up and cool-down for activity.
- **Standard G6.3.11** Define resting heart rate (RHR) and how aerobic fitness relates to low or high fitness levels.
- **Standard G6.3.12** Identify major muscles used in selected physical activities.
- **Standard G6.3.13** Design and implement a personal program to remediate any area of weakness based on health-related fitness test.
- **Standard G6.3.14** Maintain a physical activity log for at least two weeks that reflects activity levels and results.
- **Standard G6.3.15** Identify foods and appropriate servings for personal needs and a healthy body.
- **Standard G6.3.16** List positive and negative results of stress and ways to deal 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. Students will review outdoor pursuits and understand how setting is an important factor to ensure a safe and enjoyable experience.

- **Standard G6.4.1** Show personal responsibility by using appropriate etiquette, respecting facilities and exhibiting safe behavior.
- **Standard G6.4.2** Accept differences among peers with regard to physical development, maturity, and varying skill levels by giving positive feedback and encourages classmates.
- **Standard G6.4.3** Cooperate with small group during game play or team-building activities.
- **Standard G6.4.4** Identify rules for activities, games, and dance activities.

- **Standard G6.4.5** Use activity equipment appropriately and safely under 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 understand that physical activity provides the opportunity for enjoyment, challenges, self-expression, and social interaction.

- **Standard G6.5.1** Describe how being physically active leads to a healthy body.
- **Standard G6.5.2** Identify components of physical activities that reduce stress and provide social interaction.
- **Standard G6.5.3** Recognize challenges and respond in a positive way (e.g., ask for help, extend effort, or modify the task).
- **Standard G6.5.4** Describe how skill competency increases enjoyment in activity settings.
- **Standard G6.5.5** Identify how self-expression and physical activity are related.
- **Standard G6.5.6** Participate in games or activities in the spirit of the game.