



Physical Education | Grade 6



**ORGANIZING
THEME/TOPIC**

FOCUS STANDARDS & SKILLS

ORGANIZING THEME/TOPIC	FOCUS STANDARDS & SKILLS
<p>UNIT : HEALTH</p>	<p>SKILLS</p> <ul style="list-style-type: none">• Describes how being physically active leads to a healthy body. (S5.M1.6)• Identifies the components of physical activity that provide opportunities for reducing stress and for social interaction. (S5.M2.6)• Recognizes individual challenges and copes in a positive way, such as extended effort, asking for help or feedback, or modifying the tasks. (S5.M3.6)• Describes how moving competently in a physical activity setting creates enjoyment. (S5.M4.6)• Identifies how self-expression and physical activity are related. (S5.M5.6)• Demonstrates 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)• Describes how being physically active leads to a healthy body (S3.M1.6)• Participates in self-selected physical activity outside of physical education class. (S3.M2.6)• Participates in a variety of aerobic-fitness activities such as cardio-kick, step aerobics, and aerobic dance. (S3.M3.6)• Participates in a variety of aerobic-fitness activities using technology such as Dance Dance Revolution, Fitness Apps, Videos or Wii Fit. (S3.M4.6)• Participates in a variety of lifetime recreational team sports, outdoor pursuits or dance activities. (S3.M5.6)• Participates in moderate to vigorous aerobic 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)

HEALTH (CONT)	<ul style="list-style-type: none"> • Identifies the components of skill-related fitness (S3.M7.6) • 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) • Employs correct techniques and methods of stretching (S3.M9.6) • Differentiates between aerobic and anaerobic capacity and between muscular strength and endurance. (S3.M10.6) • 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) • Describes the role of warm-ups and cool-downs before and after physical activity. (S3.M12.6) • Defines resting heart rate, target heart rate zone and describes their relationship to aerobic fitness and the Borg Rating of Perceived Exertion (RPE) Scale. (S3.M13.6) • Identifies major muscles used in selected physical activities. (S3.M14.6) • Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment. (S3.M15.6) • Maintains a physical activity log for at least two weeks and reflects on activity levels as documented in the log. (S3.M16.6) • 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) • Identifies positive and negative results of stress and appropriate ways of dealing with each. (S3.M18.6)
UNIT : PERSONAL & SOCIAL BEHAVIOR	SKILLS <ul style="list-style-type: none"> • Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors. (S4.M1.6) • Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as self-talk. (S4.M2.6) • Demonstrates self-responsibility by implementing specific corrective feedback to improve performance. (S4.M3.6) • Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback. (S4.M4.6) • Cooperates with small group of classmates during adventure activities, game play, or team-building activities. (S4.M5.6) • Identifies the rules and etiquette for physical activities, games, dance and self-officiating. (S4.M6.6) • Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance. (S4.M7.6)

UNIT: INVASION AND FIELD GAMES	SKILLS <ul style="list-style-type: none"> • 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). (Throwing) • Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks. (Catching) • 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. (Passing & Receiving) • Throws, while stationary, a leading pass to a moving receiver. (Passing & Receiving) • Performs pivots, fakes, and jab steps designed to create open space during practice tasks. (Offensive Skills) • Performs the following offensive skills without defensive pressure: pivot, give & go, and fakes. (Offensive Skills) • Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks. (Dribbling/ball) • Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks. (Dribbling/ball) • Shoots on goal with power in a dynamic environment as appropriate to the activity. (Shooting on Goal) • Maintains defensive ready position with weight on balls of feet, arms extended, and eyes on midsection of the offensive player. (Defensive skills)
UNIT: NET/WALL GAMES	SKILLS <ul style="list-style-type: none"> • Performs a legal underhand serve with control for net/wall games such as badminton, volleyball or pickleball. (Serving) • Strikes with a mature overhand pattern in a non-dynamic environment (closed skills) for net/wall games such as volleyball, handball, badminton or tennis. (Striking) • Demonstrates the mature form of the forehand and backhand strokes with a short-handled implement in net games such as paddleball, pickle ball, or short-handled racket tennis. (Forehand and backhand) • Transfer weight with correct timing for the striking pattern. (Weight transfer) • Forehand volleys with a mature form and control using a short-handled implement. (Volley)
UNIT: TARGET GAMES	SKILLS <ul style="list-style-type: none"> • Demonstrates a mature underhand pattern for a modified target game such as bowling, bocce, or horseshoes. (Underhand throw) • Strikes, with an implement, a stationary object for accuracy in activities such as croquet, shuffleboard, or golf. (Striking)
UNIT: STRIKING/FIELD ING GAMES	SKILLS <ul style="list-style-type: none"> • Strikes a pitched ball with an implement with force in a variety of practice tasks. (Striking) • Catches, with a mature pattern, from different trajectories using a variety of objects in a variety of practice tasks. (Catching)
UNIT : DANCE & RHYTHMS	SKILLS <ul style="list-style-type: none"> • Demonstrates correct rhythm and pattern for one of the following dance forms: folk, social, creative, line, or world dance.

**UNIT :
OUTDOOR
PURSUITS &
INDIVIDUAL
PERFORMANCE
ACTIVITY**

SKILLS

- Demonstrates correct technique for basic skills in one self-selected outdoor activity.
- Demonstrates correct technique for basic skills in one self-selected individual-performance activity.