

Physical Education

Grade 6

CONTENT AREA I: Team Sports

- Goal 1.** The student will demonstrate the ability to achieve competencies in many movement forms and apply concepts and principles to the development of motor skills in team sports.

Movement Objectives – The students will be able to:

- a. Throw a variety of objects with both accuracy and force to a partner. (i.e., basketball, football, soccer ball, Frisbee, etc.).
- b. Use a striking pattern to keep an object moving continuously with a partner.
- c. Place a ball or object, away from an opponent in a team sport activity.
- d. Combine locomotor and manipulative skills into specialized sports skills and apply these sequences to partner, small group, and small-sided game situations.

- Goal 2.** The student will demonstrate the ability to choose a physically active lifestyle and maintain a health-enhancing level of physical fitness in team sports.

Fitness Objectives – The students will be able to:

- a. Participate in games, sports, and outdoor pursuits both in and out of school-based facilities.
- b. Participate in fitness enhancing organized physical activities outside of school (i.e., clubs, community sponsored youth sports).

- Goal 3.** The student will demonstrate the ability to:

- Select responsible personal and social behavior in physical activity settings
- Understand and respect differences among people in physical activity settings.
- Explain how that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

Attitude Objectives – The students will be able to:

- a. Make responsible decisions about using time, applying rules, and following through with decisions made in team sports.
- b. Make suggestions for modifications in a game that improve the game.
- c. Remain on task in a group activity without close teacher monitoring.
- d. Practice cooperative behaviors with peers of different genders, races, and ethnicities in physical activity settings.
- e. Support a prediction of skill level by compiling relevant data (i.e., peer assessment checklist) associated with low and high skilled performers.

- f. Understand and apply basic offensive and defensive strategies (i.e., give and go, one on one defense, clear communication) in small group, cooperative or competitive activities.

CONTENT AREA II: Individual/Dual Sports

Goal 1. The student will demonstrate the ability to achieve competencies in many movement forms and apply concepts and principles to the development of motor skills in individual sports.

Movement Objectives – The students will be able to:

- a. Throw a variety of objects with both accuracy and force to a target (i.e., basketball, football, soccer ball, Frisbee, etc.).
- b. Dribble, using the foot and hand, while preventing an opponent from stealing the ball.
- c. Place a ball away from an opponent in a racket sport activity.
- d. Observe, analyze, and correct errors in personal movement patterns.
- e. Identify basic practice and conditioning principles that enhance performance.

Goal 2. The student will demonstrate the ability to choose a physically active lifestyle and maintain a health-enhancing level of fitness.

Fitness Objectives – The students will be able to:

- a. Choose to exercise at home for personal enjoyment and benefit.
- b. Identify opportunities close to home for participation in different kinds of activities.
- c. Keep a record of heart rate before, during, and after vigorous physical activity.
- d. Engage in physical activity at the target heart rate for a minimum of 20 minutes.
- e. Correctly select activities designed to improve and maintain muscular strength and endurance, flexibility, cardiorespiratory functioning, and proper body composition.
- f. Set a personal physical activity goal (i.e., learn how to juggle three balls, walk at least 30 minutes a day for a month) create a progressive plan, and monitor progress to evaluate the relationships between effort, persistence, and confidence.
- g. Complete a health-related personal fitness test and work towards achieving fitness scores at an acceptable level based on self-selected goals.
- h. Identify the factors that either promote or limit engaging in physical activities and design alternative strategies (i.e., walking at the mall if it's raining).

Goal 3. The student will demonstrate the ability to:

- Select personal and social behavior in physical activity settings.
- Understand and respect differences among people in physical activity settings.

- Explain how physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

Attitude Objectives – The students will be able to:

- Choose a partner that he or she can work with productively.
- Make responsible decisions about using time, applying rules, and following through with decisions made in individual sports.
- Recognize the role of games and sports in getting to know and understanding others of similar and different backgrounds.
- Select, participate with, and show respect for persons of similar and different skill levels.
- Recognize the importance of one's personal heritage.
- Identify benefits resulting from participation in different forms of physical activity.
- Seek physical activity in informal settings that utilizes skills and knowledge gained in physical education classes.
- Construct and apply appropriate social rules (i.e., positive and negative influence of peer pressure) for a variety of physical activity settings and monitor and practice these over time.

CONTENT AREA III: Gymnastics, Rhythms, and Dance

- Goal 1.** The student will demonstrate the ability to achieve competencies in many movement forms and apply concepts and principles to the development of motor skills in gymnastics, rhythms and dance.

Movement Objectives – The students will be able to:

- Design and perform gymnastics and dance sequences that combine traveling, rolling, balancing, and weight transfer in smooth flowing sequences with intentional changes in directions, speed, and flow.
- Identify proper warm-up and cool down techniques and the reasons for using them in gymnastics.
- Conduct investigations to examine the forces of inertia and momentum to determine their effects on a variety of dynamic balances activities.
- Perform a variety of rhythmic movement sequences (i.e., line dancing, folk/square dance, aerobic dance, jump rope).

- Goal 2.** The student will demonstrate the ability to choose a physically active lifestyle and maintain a health-enhancing level of physical fitness through gymnastics, rhythms and dance.

Fitness Objectives – The students will be able to:

- Participate in dance both in and out of school-based activities (i.e., gymnastics clubs).

Goal 3.

The student will demonstrate the ability to:

- Select appropriate personal and social behavior in gymnastics, rhythms, and dance settings.
- Understand and respect differences among people in gymnastics, rhythms, and dance settings.
- Explain how gymnastics, rhythms, and dance activities provide the opportunity for enjoyment, challenge, self-expression and social interactions.

Attitude Objectives – The students will be able to:

- a. Use time wisely when given the opportunity to practice and improve performance in gymnastics and dance.
- b. Distinguish between acts of courage and reckless acts.
- c. Apply concerns for safety to self-designed activities.
- d. Recognize the role of gymnastics, rhythms, and dance in getting to know and understanding self and others.
- e. Describe the ways to use the body and movement activities to communicate ideas and feelings.