

# Grade 6

Adopted 2018

**Demonstrates competency in a variety of motor skills and movement patterns.**

- 1. Demonstrate correct rhythm and pattern for one of the following dance forms: folk, social, creative, line, or world dance. 6.1.1.1**

---
- 1. Throw for distance appropriate to the invasion or fielding and striking game practice tasks. For example: outfield to home plate; outfield to 3rd base. 6.1.2.1**

---
- 2. Catch from a variety of trajectories using different objects in varying invasion or fielding and striking game practice tasks. 6.1.2.2**

---
- 1. Pass and receive with competency, using hands in combination with locomotor patterns of running and change of direction and speed in invasion game practice tasks. For example: basketball, flag football, speedball, team handball. 6.1.3.1**

---
- 2. Throw, while stationary, a leading pass to a moving receiver in invasion game practice tasks. 6.1.3.2**

---
- 3. Execute pivots, fakes, jab steps, and give and go designed to create open space during invasion game practice tasks. 6.1.3.3**

---
- 4. Dribble with preferred hand using a change of speed and direction in a variety of invasion game practice tasks. 6.1.3.4**

---
- 5. Foot-dribble or dribble using an implement with control, changing speed and direction in a variety of invasion game practice tasks. 6.1.3.5**

---
- 6. Shoot on goal with accuracy in invasion game practice tasks. 6.1.3.6**

---
- 7. Maintain defensive ready position with weight on balls of feet, arms extended, and eyes on midsection of the body of the offensive player in invasion game practice tasks. 6.1.3.7**

---
- 1. Execute a legal underhand serve with control in net and wall game practice tasks. For example: badminton, pickleball, volleyball. 6.1.4.1**

---
- 2. Strike with an overhand pattern in small sided net and wall game practice tasks. For example: badminton, handball, tennis. 6.1.4.2**

---
- 3. Demonstrate the forehand and backhand strokes using a short-handled implement in small-sided net and wall practice tasks. For example: paddleball, pickleball, short-handled racket tennis. 6.1.4.3**

---

**4. Forehand volley, with control, using a short-handled implement in small-sided net and wall game practice tasks.** 6.1.4.4

---

**5. Two-hand volley (underhand and overhand) with control in a variety of small-sided net and wall practice tasks.** 6.1.4.5

---

**1. Execute an underhand roll or toss for a target game practice task. For example: bowling, bocce, horseshoes.** 6.1.5.1

---

**2. Strike, using an implement and a stationary object for accuracy in target game practice tasks. For example: croquet, shuffleboard, golf.** 6.1.5.2

---

**1. Strike a pitched ball, using an implement, in a variety of fielding and striking game practice tasks.** 6.1.6.1

---

**2. Catch from different trajectories, using a variety of objects, in varying fielding and striking game practice tasks.** 6.1.6.2

---

**1. Demonstrate correct technique for basic skills in an outdoor activity.** 6.1.7.1

---

**1. Demonstrate correct technique for basic skills in one individual-performance activity.** 6.1.8.1

---

**Apply knowledge of concepts, principles, strategies and tactics to movement and performance.**

**1. Execute at least one of the following offensive tactics in invasion game practice tasks to create open space: move to open space without the ball; use a variety of passes, pivots, and fakes; and give and go.** 6.2.1.1

---

**2. Reduce open space on defense, in an invasion game practice task, by making the body larger and reducing passing angles.** 6.2.1.2

---

**3. Reduce open space, in an invasion game practice task, by not allowing the catch (denial) or by allowing the catch but not the return pass.** 6.2.1.3

---

**4. Transition from offense to defense, or defense to offense, in an invasion game practice task, by recovering quickly.** 6.2.1.4

---

**1. Create open space in net and wall game practice tasks, with a short-handled implement, by varying force and direction.** 6.2.2.1

---

**2. Reduce offensive options for opponents, in net and wall game practice tasks, by returning to base or home position.** 6.2.2.2

---

**1. Select an appropriate shot and implement based on the location of the object in relation to the target in target game practice tasks.** 6.2.3.1

---

**1. Identify open space, and attempt to strike an object into that space in fielding and striking game practice tasks.** 6.2.4.1

---

**2. Identify the correct defensive play based on the situation in fielding and striking practice tasks. For example: number of outs, positions of runners.** 6.2.4.2

---

**1. Vary the application of force during an individual-performance activity.** 6.2.5.1

---

**1. Describe the basic skills and tactics needed for participation in an outdoor activity.** 6.2.6.1

---

**Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.**

**1. Identify barriers related to maintaining a physically active lifestyle.** 6.3.1.1

---

**1. Participate in a variety of aerobic-fitness activities using technology or media. For example: cardio-kick, step aerobics and aerobic dance.** 6.3.2.1

---

**2. Participate in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity for at least sixty minutes per day.** 6.3.2.2

---

**1. Identify the components of skill-related fitness.** 6.3.3.1

---

**2. Identify correct techniques and methods of stretching.** 6.3.3.2

---

**3. Describe the overload training principle and how it affects fitness.** 6.3.3.3

---

**4. Describe the role of warm-ups and cool-downs before and after physical activity.** 6.3.3.4

---

**5. Identify and explain heart rate zones. For example: resting heart rate, moderate heart rate, vigorous heart rate, and maximum heart rate.** 6.3.3.5

---

**6. Identify major muscles and bones used in selected physical activities.** 6.3.3.6

---

**1. Use SMART goals, based on the results of a health-related fitness assessment, to design, implement, and modify a maintenance or remediation program for one health-related fitness area. For example: SMART goals are specific and strategic, measurable, attainable, results-based and time-based.** 6.3.4.1

---

**2. Maintain a physical activity log for at least two weeks and reflect on activity levels as documented in the log.** 6.3.4.2

---

**1. Identify foods within each of the basic food groups and select appropriate servings and portions for one's age and physical activity levels.** 6.3.5.1

---

**1. Identify possible causes of stress and the negative effects of stress on health.** 6.3.6.1

---

**Exhibit responsible personal and social behavior that respects self and others.**

**1. Accept differences among classmates in physical development, maturation, and varying skill levels by avoiding insulting or boastful speech during physical activity.** 6.4.1.1

---

**2. Identify appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.** 6.4.1.2

---

**1. Implement specific corrective feedback to improve performance.** 6.4.2.1

---

**1. Cooperate with a small group of classmates during game play, or team-building activities.** 6.4.3.1

---

**1. Follow the rules and etiquette for physical activities.** 6.4.4.1

---

**1. Use equipment and facilities appropriately and safely, with the teacher's guidance, in a physical activity setting. For example: fitness equipment, pedometers, sport equipment.** 6.4.5.1

---

**2. Make appropriate decisions regarding physical activity based on the weather, level of difficulty due to the conditions, or ability to ensure the safety of self and others.** 6.4.5.2

---

**Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

**1. Describe the impact of screen time on levels of health.** 6.5.1.1

---

**2. Identify the relationship between participation in physical activity and stress reduction.** 6.5.1.2

---

**1. Recognize individual challenges in physical activity and implement methods of coping with them in a positive way. For example: extending effort, asking for help or feedback, or modifying the tasks.** 6.5.2.1

---

**1. Describe how moving competently in a physical activity setting creates enjoyment.** 6.5.3.1

---

**2. Describe how physical activity provides opportunities for self-expression.** 6.5.3.2

---