

6th Grade Physical Education

Instructional Focus: This level focuses on problem solving and game strategies. Students cooperatively devise strategies, which are transferred to games and activities. Students begin to recognize the benefit of physical activity as a life-long pursuit.

Motor Skills

Standards

SHAPE Standard 1 The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. **AK PE Standard A** Demonstrates competency in motor and movement skills needed to perform a variety of physical activities

Objective

Students will:

- Demonstrate correct rhythm and pattern for one of the following dance forms: folk, social, creative, line or world dance.
- Throw with a mature pattern for the distance or power appropriate to the practice task. (e.g., distance = outfield to home plate; power= 2nd base to 1st base)
- Catch with a mature pattern from a variety of trajectories using different objects in varying practice tasks.
- Pass and receive with hands in combination with locomotor patterns of running and change of direction and speed, with competency, in invasion games such as basketball, flag football, speedball or team handball.
- Throw, while stationary, a leading pass to a moving receiver.
- Perform pivots, fakes, and jab steps designed to create open space during practice tasks.
- Perform the following offensive skills without defensive pressure: pivot, give and go, and fakes.
- Dribble with dominant hand using a change of speed and direction in a variety of practice tasks.
- Demonstrate foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks.
- Shoot on goal with power in a dynamic environment as appropriate to the activity.
- Maintain defensive-ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player
- Perform a legal underhand serve with control for net and wall games such as badminton, volleyball, or pickle ball.
- Strike with a mature overhand pattern in a non-dynamic environment for net or wall games such as volleyball, handball, badminton, or tennis.
- Demonstrate the mature form of the forehand and backhand strokes with a short-handled implement in net games such as paddle ball, pickle ball, or short-handled racket tennis.
- Transfer weight with correct timing for the striking pattern.
- Demonstrate forehand-volleys with a mature form and control using a short-handled implement.
- Demonstrate two-hand-volleys with control in a variety of practice tasks.
- Demonstrate a mature throwing pattern for a modified target game such as bowling, bocce, or horseshoes.
- Strike, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffleboard, and golf.
- Strike a pitched ball with an implement with force in a variety of practice tasks.
- Catch, with a mature pattern, from a different trajectories using a variety of objects in varying practice tasks.
- Demonstrate correct technique for basic skills in 1 self-selected outdoor activity.
- Demonstrate correct technique for basic skills in 1 self-selected individual performance activity.

Examples

Use a variety of movements appropriate to an activity or game that is introduced.

Learning Concepts	
Standards	
SHAPE Standard 2 The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. AK PE Standard B Apply movement concepts to the learning and performance of physical activities.	
Objective	Examples
<p>Students will:</p> <ul style="list-style-type: none"> • Create open space by using locomotor movements (e.g., walking, running, jumping, and landing) in combination with movement. (varying pathways; change of speed, direction or pace) • Execute at least 1 of the following offensive tactics to create open space without the ball; moves to open space without the ball; uses a variety of passes, pivots and fakes; give and go. • Create open space by using the width and length of the field or court on offense. • Reduce open space on defense by making the body larger and reducing passing angles • Reduce open space by not allowing the catch (denial) or by allowing the catch but not the return pass. • Transition from offense to defense or defense to offense by recovering quickly. • Create open space in net or wall games with a short-handled implement by varying force and direction. • Reduce offensive options for opponents by returning to mid-court position. • Select appropriate shot and/or club based on location of the object in relation to the target. • Identify open spaces and attempts to strike object into that space. • Identify the correct defensive play based on the situation (e.g., number of outs) • Vary application of force during dance or gymnastics activities. • Make appropriate decisions based on the weather, level of difficulty due to conditions or ability to ensure the safety of self and others. 	<p>Apply concepts learned to games in physical education and extra-curricular activities or sports.</p>
Fitness and Active Lifestyle	
Standards	
SHAPE Standard 3 The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. AK PE Standard C Participate regularly in physical activity. AK PE Standard D Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness	
Objective	Examples
<p>Students will:</p> <ul style="list-style-type: none"> • Be able to identify three influences on physical activity. (e.g., school family and peers; community and built environment policy) • Participate in self-selected physical activity outside of physical education class. • Participate in a variety of aerobic fitness activities such as cardio-kick, step aerobics and aerobic dance. • Participate in a variety of aerobic-fitness activities using technologies such as Dance Revolution or Wii Fit. • Participate in a variety of lifetime recreational team sports, outdoor pursuits, or dance activities. • Participate 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. • Identify the components of skill-related fitness. • Set and monitor a self-selected physical activity goal for aerobic and/or muscle-and bone-strengthening activity based on current fitness level. • Employ correct techniques and methods of stretching. • Differentiate between aerobic and anaerobic capacity, and between muscular strength and endurance 	<p>Encourage students to participate in a school or community event.</p>

<ul style="list-style-type: none"> Identify 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) Describe the role of warm-ups and cool downs before and after physical activity. Define the resting heart rate and describes its relationship to aerobic fitness and the Borg rating of perceived exertion (RPE) scale. Identify major muscles used in selected physical activities. Design and implement a program of remediation for an area of weakness based on the results of a health-related fitness assessment. Maintain a physical activity log for at least 2 weeks, and reflects on activity levels as documented in the log. Identify foods within each of the basic food groups and selects appropriate servings and portions for his or her age and physical activity levels. Identify positive and negative results of stress and appropriate ways of dealing with each. 	
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Social/Respect

Standards

SHAPE Standard 4 The physically literate individual exhibits responsible personal and social behavior that respects self and others. **AK PE Standard E** Exhibit personal and social behavior that respects self and others in physical activity settings.

Objective

Students will:

- Exhibit personal responsibilities by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors.
- Identify and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.
- Demonstrate self-responsibilities by implementing specific corrective feedback to improve performance.
- Accept differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback.
- Cooperate with a small group of classmates during adventure activities, game play, or team-building activities.
- Identify the rules and etiquette for physical activities, games, and dance activities.
- Use a physical activity and fitness equipment appropriately and safely with the teacher's guidance.

Examples

Demonstrate peaceful conflict resolution strategies.

Value Physical Activity

Standards

SHAPE Standard 5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. **AK PE Standard F** Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Objective

Students will:

- Describe how being physically active leads to a healthy body.
- Identify components of physical activity that provides opportunities for reducing stress and for social interaction.
- Recognize individual challenges and copes in a positive way, such as extending effort, asking for help or feedback, and/or modifying the tasks.
- Describe how moving competently in a physical activity setting creates enjoyment.
- Identify how self-expression and physical activity are related.
- Demonstrate 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.

Examples

Students share information on school and community activities that they participate in.