

## **GRADE 6**

### **Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.**

The middle school student is expected to demonstrate competence in a few movement forms. As a result of an increased ability to vary skills, students are able to participate successfully in dance activities, outdoor pursuits, and modified versions of team and individual sports. To do this, students should demonstrate competence in the basic skills and their application to modified versions of these movement forms.

**Benchmark 1-M-1:** Demonstrates the ability to combine locomotor, non-locomotor, and manipulative skills.

#### **GLEs**

- 1-M-1.1 Perform locomotor and non-locomotor skills in dynamic fitness (e.g., group exercise, aerobics, and obstacle course).
- 1-M-1.2 Perform locomotor and non-locomotor skills in sport (e.g., running, faking, and manipulative).
- 1-M-1.3 Perform locomotor and non-locomotor in rhythmic activities (e.g., moving to the beat).
- 1-M-1.4 Consistently strike an object using a body part, so that the object travels in the intended direction at the desired height (e.g., soccer, volleyball).
- 1-M-1.5 Consistently strike an object, using an implement (e.g., racquet, hockey stick, golf club...) so it travels in an intended direction and height.
- 1-M-1.6 Keep an object continuously in the air while moving (e.g., ball, foot bag).
- 1-M-1.7 Demonstrate the mature form for the manipulative skills of catching, passing, hand dribbling, shooting, volleying, and punting in isolated settings.
- 1-M-1.8 Demonstrate a combination of specific sport skills focusing on moving, throwing, and catching.

**Benchmark 1-M-2:** Exhibits basic strategies related to specific lead-up games.

#### **GLEs**

- 1-M-2.1 Throw and catch a ball consistently while being guarded by an opponent in small-sided games.
- 1-M-2.2 Maximize involvement for the benefit of a group or team (e.g., everyone touching equipment during possessions/activities, everyone moving during possessions/activities).
- 1-M-2.3 Identify and use offensive strategies (e.g., evasive maneuvers, game plan, maintaining possession of the ball, advancement to make a play or score) while playing a modified version of a game or sport in small groups activities.
- 1-M-2.4 Identify and use defensive strategies (slow the advance of an opponent, regain possession of the ball) while playing a modified version of a game or sport in small group activities.

**Benchmark 1-M-3:** Demonstrates basic competency in complex motor skills and advanced specialized skills related to specific sports activities (e.g., modified versions of team sports or individual sports).

**GLEs**

- 1-M-3.1 Hand and foot dribble while preventing an opponent from stealing the ball.
- 1-M-3.2 Volley an object in the air, such as a volleyball, without catching it in a small group
- 1-M-3.3 Throw and catch a ball consistently while guarded by an opponent.
- 1-M-3.4 Hit a moving object such as a ball or shuttlecock.

**Benchmark 1-M-4:** Demonstrates the ability to create rhythmic movement patterns.

**GLEs**

- 1-M-4.1 Perform dance steps and movements of various dance forms (folk, square, and line).
- 1-M-4.2 Perform movement sequence with at least four different movements (e.g., simple rhythmic, aerobic, or tumbling activities) in a controlled setting.
- 1-M-4.3 Design and perform a short dance routine.

**Benchmark 1-M-5:** Demonstrates strategies for net and invasion games.

**GLEs**

- 1-M-5.1 Place or maneuver the ball away from an opponent in net or invasion games.
- 1-M-5.2 Place or maneuver the ball using offensive strategies in net or invasion games.

**Standard 2: Applies movement concepts and principles to the learning and development of motor skills.**

Middle school students' increasing competence affords them opportunities to develop more advanced knowledge and understanding. This is exemplified through their application of more advanced movement, knowledge of critical elements of advanced movement skills, and the identification of biomechanical principles important to highly skilled performance. Concepts of practice are indicative of the increasing complexity of discipline-specific knowledge can be identified and applied to movement.

**Benchmark 2-M-1:** Analyzes and applies basic concepts to improve movement, dance, fitness, game and sports skills being practiced.

**GLEs**

- 2-M-1.1 Identify body parts and their actions when describing a movement (forearm lag in the overhand throw)
- 2-M-1.2 Practice and apply throwing and catching at different levels using a variety of force.
- 2-M-1.3 Identify the mechanical principles (equilibrium, force, leverage, motion) of throwing and catching skills.

2-M-1.4 Identify the movement concepts (spatial awareness, effort qualities and relationships) skills used when striking objects with the body.

2-M-1.5 Identify the movement concepts (spatial awareness, effort qualities, relationships) and skills used when throwing and catching.

**Benchmark 2-M-2:** Demonstrates how practicing movement skills improves performance and compares differences in successful throws from first attempts to last attempts.

**GLEs**

2-M-2.1 Describe how appropriate practice in static and dynamic settings, attention, and effort are required when learning movement skills.

2-M-2.2 Participate in, and log, motor learning practices that are appropriate for and selected for learning skills. (Shorter practice distributed over time is better than one long session, or practicing is best in game-like conditions).

2-M-2.3 Modify performance, based on feedback, to improve skills.

**Benchmark 2-M-3:** Analyzes and applies advanced movement and game strategies.

**GLEs**

2-M-3.1 Demonstrate selected use of tactical problems including scoring, defending object or person, preventing scoring, defending space as a team, and communicating during modified striking, invasion, and fielding games.

2-M-3.2 Observe and analyze the performance of other students to provide feedback (Peer review).

2-M-3.3 Modify performance of movement utilizing feedback to improve execution.

**Benchmark 2-M-4:** Recognizes and applies principles necessary for safe and skilled physical performance.

**GLEs**

2-M-4.1 Identify rules and safe practices for lead up games and activities.

2-M-4.2 Understand and demonstrate guidelines and behaviors for safe participation during physical activity.

2-M-4.3 Distinguish the difference between compliance and noncompliance with game rules.

**Standard 3: Exhibits a physically active lifestyle.**

The middle school student should participate in at least one physical activity outside of the school setting on a regular basis. It is the intent of this standard to increase awareness of the opportunities for participation and interest in participating in different kinds of physical activity experiences. Students should be able to independently set physical activity goals and participate in individualized programs of physical activity and exercise based on the results of fitness assessments, personal fitness goals, and interest. Greater

and more specific understanding of long-term health benefits and understanding the relationship of health maintenance to the quality of lifelong health is expected.

**Benchmark 3-M-1:** Identifies opportunities in the school and community for regular participation in physical activity.

**GLEs**

3-M-1.1 Identify opportunities to participate in the five components of health related fitness (cardio-respiratory endurance, muscular strength and endurance, body composition, and flexibility) during school and in the community.

3-M-1.2 Record in a log weekly participation in physical activities outside school.

**Benchmark 3-M-2:** Explores a variety of new physical activities for personal interest in and out of physical education class.

**GLEs**

3-M-2.1 Identify and record forms of new physical activity that provide personal enjoyment and benefit.

3-M-2.2 Participate in, and log, enjoyable physical activities both during and outside of school.

3-M-2.3 Willingly try new activities.

**Benchmark 3-M-3:** Establishes and pursues personal physical activity goals through regular physical activity.

**GLEs**

3-M-3.1 Establish short and long-term individual health-related fitness goals.

3-M-3.2 Develop a plan of action for reaching personal fitness goals.

3-M-3.3 Monitor and record progress toward appropriate personal fitness goals in each of the components of health-related fitness.

**Benchmark 3-M-4:** Describes the elements of a healthy lifestyle.

**GLEs**

3-M-4.1 Identify the five components of health related fitness (cardiovascular fitness, muscular strength and endurance, flexibility, and body composition).

3-M-4.2 Identify the skill-related components of fitness (agility, speed, power, balance, reaction time, coordination).

3-M-4.3 Describe the difference between the health-related and skill-related components of fitness.

3-M-4.4 Identify and correctly operate technological tools that measure and/or monitor fitness parameters such as computer programs, heart rate monitors, and pedometers.

**Standard 4: Achieves and maintains a health-enhancing level of physical fitness.**

Students at this level should participate in physical activities that address each component of health-related fitness, including muscular strength and endurance flexibility, body composition, as well as cardiorespiratory endurance. They can assess their personal fitness status for each component. Students are introduced to the various principles of training (e.g., threshold, overload, specificity) and how they can be utilized in improving physical fitness. At this level, students should be able to interpret the results of physical fitness assessments and use this information to assist in the development of individualized physical fitness goals with little assistance from the teacher.

**Benchmark 4-M-1:** Participates in and sustains moderate to vigorous physical activity in a variety of settings.

**GLEs**

- 4-M-1.1 Demonstrate how to find pulse to determine heart rate.
- 4-M-1.2 Differentiate between resting heart rate and active heart rate.
- 4-M-1.3 Participate in, and log, activities designed to improve or maintain the health related fitness components.
- 4-M-1.4 Accumulate a recommended number of minutes of moderate to vigorous physical activity outside of physical education class on three or more days during the week.

**Benchmark 4-M-2:** Develops individual goals for each of the health-related fitness components.

**GLEs**

- 4-M-2.1 Identify elements of a training program which will improve/maintain their health-related fitness level.
- 4-M-2.2 Set realistic, measurable, and attainable goals for activities that target all five components of health-related fitness.

**Benchmark 4-M-3:** Participates in self-assessment for health-related fitness and meets the standards for that particular test for their appropriate age group.

**GLEs**

- 4-M-3.1 Participate in a health-related fitness assessment such as Fitnessgram or a comparable assessment tool.
- 4-M-3.2 Interpret individual fitness assessment results.
- 4-M-3.3 Identify individual level of fitness.
- 4-M-3.4 Keep a journal or log documenting physical activity both at school and at home.
- 4-M-3.5 Meet the acceptable, age-appropriate standard for at least three of the five components of health-related fitness

**Benchmark 4-M-4:** Analyzes and applies basic principles of training to improve health-related fitness.

**GLEs**

- 4-M-4.1 Identify ways to achieve activity goals in an individual wellness plan.
- 4-M-4.2 Recognize and apply the principles of training (frequency, intensity, time, type, overload, specificity).
- 4-M-4.3 Include warm-up and cool-down procedures regularly during exercise; monitor potentially dangerous environmental conditions such as heat and cold.

**Standard 5: Demonstrates responsible personal and social behavior in physical activity settings.**

Students are beginning to seek greater independence from adults. They make appropriate decisions to resolve conflicts arising from the powerful influence of peers and to follow pertinent practices, rules and procedures necessary for successful performance. They practice appropriate problem-solving techniques to resolve conflicts when necessary in competitive activities. Students reflect on the benefits of the role of rules, procedures, safe practices, ethical behavior, and positive social interaction in physical activity settings.

**Benchmark 5-M-1:** Participates in cooperative activities in both leadership and follower roles.

**GLEs**

- 5-M-1.1 Actively cooperate in group activities by sharing and taking turns.
- 5-M-1.2 Comply with group directions and decisions through democratic processes.
- 5-M-1.3 Differentiate between effective and ineffective leadership practices.
- 5-M-1.4 Exhibit behaviors that exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in a controlled setting.

**Benchmark 5-M-2:** Utilizes time effectively to complete assigned tasks.

**GLEs**

- 5-M-2.1 Stay on task during PE activities.
- 5-M-2.2 Actively participate and demonstrate mastery of assigned tasks.
- 5-M-2.3 Make responsible decisions about time management and follow through with the decisions made.

**Benchmark 5-M-3:** Participates in establishing and following rules, procedures and etiquette that are safe and effective for specific activity situations.

**GLEs**

- 5-M-3.1 Follow teacher or leader directions.
- 5-M-3.2 Follow class rules, even when peers are not.
- 5-M-3.3 Play within the rules of the game or activity.

5-M-3.4 Model self-control by accepting controversial decisions.

5-M-3.5 Demonstrate concern for safety of self and others during games and activities.

**Standard 6: Demonstrates understanding and respect for differences among people in physical activity settings.**

At the middle school level, the concept of physical activity as a microcosm of modern culture and society is introduced. Students should be able to recognize the role of physical activity in understanding diversity in modern culture. Students continue to include and support each other and respect the limitations and strengths of group members.

**Benchmark 6-M-1:** Analyzes, describes and participates in simple forms of dances and games of various cultures from around the world.

**GLEs**

6-M-1.1 Research and report on popular games and dances for a variety of countries.

6-M-1.2 Identify similarities and differences in the way that games are played in different cultures.

6-M-1.3 Identify similarities and differences in the way that dances are developed and performed in various countries.

6-M-1.4 Research how sports and games have changed over the years.

**Benchmark 6-M-2:** Recognizes commonalities and differences in people of different genders, cultures, ethnicity, abilities and skill levels, and seeks to learn more about both.

**GLEs**

6-M-2.1 Identify and record supportive and inclusive behaviors for dealing with diverse genders, cultures, ethnicities, and ability levels.

6-M-2.2 Participate willingly with others of different genders, cultures, ethnicities, abilities, and skill levels in physical activity settings.

**Benchmark 6-M-3:** Recognizes the role of sports, games and dance in getting to know and understand others of like and different backgrounds.

**GLEs**

6-M-3.1 Complete a project investigating and illustrating the role of events such as the Olympics in bringing diverse countries together in a peaceful manner.

6-M-3.2 Provide and exhibit examples of how sports, games, and dances have brought diverse genders, cultures, and ethnicities together.

**Standard 7: Understands that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction.**

A primary reason middle school students seek physical activity is for group membership and positive social interaction. Physical activities provide a positive outlet for

competition with peers and serve as a means of gaining the respect and recognition of others. Skill expertise is increasingly valued. Physical activity can increase self-confidence and self-esteem as students discover renewed enjoyment of participation. Feelings of independence are beginning to be important as well. Physical activities can provide confidence as students start to take steps toward independence. Challenge is found in both high levels of competition as well as in new or different activities. As students experience a greater awareness of feelings, the avenues of self-expression provided by dance, gymnastics and various sport activities become increasingly more important.

**Benchmark 7-M-1:** Participates in challenging activities and in activities requiring the utilization of newly acquired skills.

**GLE**

7-M-1.1 Explore, participate in, log, diverse nontraditional physical activities that are current with today's society (mountain biking, in-line skating, skate boarding, rock climbing, extreme sports, etc.).

**Benchmark 7-M-2:** Identifies the social, emotional and physical benefits of participation in physical activities.

**GLEs**

7-M-2.1 Explain the role of games, sports, and dance in getting to know and understand self and others.

7-M-2.2 Explain how physical activity is a positive opportunity for social and group interaction.

**Benchmark 7-M-3:** Demonstrates enjoyment from participation in physical activities.

**GLEs**

7-M-3.1 Demonstrate an increased level of competence and satisfaction in a variety of outdoor pursuits and/or recreational activities by engaging in physical activity outside of school hours.

7-M-3.2 Choose to participate in activities that are personally challenging when provided with alternative opportunities.