

## Grade Six Physical Education

### Model Content Standards

Chapter 3  
Standards-Based  
Physical Education:  
Grades Six  
Through Eight

Grade Six

#### STANDARD 1

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

##### *Manipulative Skills*

- 1.1 Volley an object repeatedly with a partner, using the forearm pass.
- 1.2 Strike a ball continuously against a wall and with a partner, using a paddle for the forehand stroke and the backhand stroke.
- 1.3 Strike an object consistently, using a body part, so that the object travels in the intended direction at the desired height.
- 1.4 Strike an object consistently, using an implement, so that the object travels in the intended direction at the desired height.
- 1.5 Dribble and pass a ball to a partner while being guarded.
- 1.6 Throw an object accurately and with applied force, using the underhand, overhand, and sidearm movement (throw) patterns.

##### *Rhythmic Skills*

- 1.7 Perform folk and line dances.
- 1.8 Develop, refine, and demonstrate routines to music.

##### *Combinations of Movement Patterns and Skills*

- 1.9 Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities.
- 1.10 Combine motor skills to play a lead-up or modified game.
- 1.11 Design and perform smooth, flowing sequences of stunts, tumbling, and rhythmic patterns that combine traveling, rolling, balancing, and transferring weight.

#### STANDARD 2

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

##### *Movement Concepts*

- 2.1 Explain how to increase force based on the principles of biomechanics.
- 2.2 Explain how impact force is reduced by increasing the duration of impact.
- 2.3 Analyze and correct errors in movement patterns.
- 2.4 Provide feedback to a partner to assist in developing and improving movement skills.
- 2.5 Identify practices and procedures necessary for safe participation in physical activities.

### *Manipulative Skills*

- 2.6 Explain the role of the legs, shoulders, and forearm in the forearm pass.
- 2.7 Identify the time necessary to prepare for and begin a forehand stroke and a backhand stroke.
- 2.8 Illustrate how the intended direction of an object is affected by the angle of the implement or body part at the time of contact.
- 2.9 Identify opportunities to pass or dribble while being guarded.

### *Rhythmic Skills*

- 2.10 Identify steps and rhythm patterns for folk and line dances.
- 2.11 Explain how movement qualities contribute to the aesthetic dimension of physical activity.

### *Combination of Movement Patterns and Skills*

- 2.12 Develop a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy and teach the game to another person.

## **STANDARD 3**

### **Students assess and maintain a level of physical fitness to improve health and performance.**

- 3.1 Assess the components of health-related physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition) by using a scientifically based health-related fitness assessment.
- 3.2 Compare individual physical fitness results with research-based standards for good health.
- 3.3 Develop individual goals for each of the components of health-related physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition).
- 3.4 Participate in moderate to vigorous physical activity a minimum of four days each week.
- 3.5 Measure and evaluate changes in health-related physical fitness based on physical activity patterns.
- 3.6 Monitor the intensity of one's heart rate during physical activity.

## **STANDARD 4**

### **Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**

- 4.1 Distinguish between effective and ineffective warm-up and cool-down techniques.
- 4.2 Develop a one-day personal physical fitness plan specifying the intensity, time, and types of physical activities for each component of health-related physical fitness.
- 4.3 Identify contraindicated exercises and their adverse effects on the body.
- 4.4 Classify physical activities as aerobic or anaerobic.

- 4.5 Explain methods of monitoring heart rate intensity.
- 4.6 List the long-term benefits of participation in regular physical activity.
- 4.7 Compile and analyze a log noting the food intake/calories consumed and energy expended through physical activity.

#### STANDARD 5

**Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.**

##### *Self-Responsibility*

- 5.1 Participate productively in group physical activities.
- 5.2 Evaluate individual responsibility in group efforts.

##### *Social Interaction*

- 5.3 Identify and define the role of each participant in a cooperative physical activity.

##### *Group Dynamics*

- 5.4 Identify and agree on a common goal when participating in a cooperative physical activity.
- 5.5 Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution.