

GRADE 6: PHYSICAL EDUCATION CURRICULUM FRAMEWORKS

Standard	Benchmarks	Activity/Example	Gotta Have It ...
1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Physical Skills)	1. Students will demonstrate mature form for all loco-motor and non-loco-motor manipulative skills.	Dribble a basketball with both hands at varying speeds and Locomotor: Perform schottisch (walk, hop) forward and backward. Perform single rope jumping with 5 variations. Non-locomotor manipulative: <ul style="list-style-type: none"> • Perform a football forward pass using proper technique. • Perform underhand pitching for accuracy. • Perform juggling with three objects at varying levels without watching. 	
	2. Students will demonstrate increasing competence in more specialized skills.	Perform a basketball lay-up with proper form. Receive a football while moving. Perform a polka step forward and backward. Rally across a net with a partner using forehand and backhand hits with a racquet/paddle. Perform an overhand volleyball serve.	
2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. (Knowledge)	1. Students will identify principles of practice and conditioning that enhances performance.	Define warm-up and list examples of a warm-up activity. Define cool-down and list examples of a cool-down activity. State the effects of practice on performance of a physical skill.	
	2. Students will identify personal or peer age appropriate information feedback for performance improvement.	Identify parts of a skill and correct errors of self or another student on this skill. Suggest practice activities to improve an overhand serve.	
	3. Students will identify basic offensive and defensive strategies in noncomplex settings	Describe the positioning of a defensive basketball player when guarding an offensive player. Diagram where to play as the goalie when your team has the ball and when the opponent has the ball in soccer.	

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	4. Students will introduce the basic concepts of cardiovascular fitness (e.g. F.I.T.T.).	Identify the 4 components of cardiovascular fitness. Explain the difference between aerobic and anaerobic activity. Define resting heart rate. Explain target heart rate zone	
3. Participates regularly in physical activity. (Physical Activity)	1. Students will identify opportunities in the school and community for regular participation in physical activity.	List opportunities in your community for participation in physical activity during community recreational activities. List opportunities in your community for participation in physical activity during intra- and inter-school sports.	
	2. Students will participate daily in some form of health-enhancing physical activity	Keep a record on a weekly calendar of daily participation in physical activity, have a parent sign it, and turn it into your teacher.	
	3. Students will investigate personal interests and capabilities in regard to one's exercise behavior.	Identify an activity that you would like to try and that you think that you would be good at and then tell why you selected this activity.	
4. Achieves and maintains a health-enhancing level of fitness.	1. Students will participate in moderate to vigorous activity in a variety of settings.	Record your heart rate after participation in 5 different physical activities. Journal each physical activity that you participate in for 20 minutes or more in a given week. Demonstrate activities to improve fitness in the areas of cardio-endurance, muscle strength and endurance, and flexibility.	
	2. Students will introduce the basics of the F.I.T.T. principles in a variety of activities.	Identify what "FITT" stands for. Explain each of the "FITT" training principles. List 3 activities that have elevated your heart rate into your target zone.	
	3. Students will begin to develop a strategy for the improvement of selected fitness components.	Set a realistic fitness goal for yourself. List steps you will take to accomplish your fitness goal. Explain how you selected the steps you will take to accomplish your fitness goal.	
	4. Students will meet health- related fitness standards as defined by a valid and reliable test.	Perform health related fitness tests, record your scores and compare them with test standards. Create and carry out a plan to improve one facet of your fitness	

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5. Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills)	1. Students will apply rules, procedures and etiquette, which exhibit good sportsmanship.	Demonstrates rule following during a physical activity. Demonstrate safe participation during a physical activity. List 3-5 rules of etiquette for playing golf. Demonstrate dance etiquette in class.	
	2. Students will participate in establishing rules, procedures and etiquette that are safe and effective for specific activity situations.	In a group, create a game/activity that includes 5+ rules, 5+ etiquette procedure, and 5+ safety rules. Suggest modifications in rules, procedures, and etiquette to make an activity safer.	
	3. Students will work in a group to achieve goals in cooperative and competitive activities.	Design a game where participants cooperate with team members to achieve success. Design a game where participants compete with an opponent to achieve success. Create a dance routine with a partner	
	4. Students will utilize time effectively to complete assigned tasks.	Stay on task to use practice time effectively. Shares equipment and practice space with others.	
	5. Students will demonstrate personal responsibility by accepting consequences of personal behavior.	Treats equipment with care. Accepts constructive feedback with grace. Follows class rules.	
6. Values physical activity for health, enjoyment, challenge, self-expression, and social interaction. (Intrinsic Value)	1. Students will recognize physical activity as a positive opportunity for social and group interaction and communication.	Cooperates with teammates in activity. Communicates with teammates in activity. Compliments other players on their play.	
	2. Students will enjoy participation in physical activities.	Explain how you feel as you participate in your favorite physical activity and why you participate in it. Participate in a PE activity outside of the school setting.	
	3. Students will seek personally challenging experiences in physically active opportunities.	Participate in a physical activity that you have never tried Learn a new skill in an activity in which you already participate.	

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	4. Students will demonstrate enjoyment from participation in physical activities.	Exhibit joy and enthusiasm while participating in physical activity.	
	5. Students will communicate feelings towards others in a socially acceptable manner	Compliment others on their participation. Offer help to improve the skill of another student in a socially acceptable way.	