

Grade 6

Adopted 2007

Efficiency of Human Movement and Performance

1. Personal Fitness and Healthy Active Living

- A. Health-Related and Skill-Related Fitness
 - a. Identify activities that develop skill-related fitness.
 - b. Interpret personal health-related fitness assessments and determine which fitness components need improvement (e.g., pedometers, heart rate monitors, pulse sticks).
- B. Wellness
 - a. Evaluate decision-making behaviors as they affect wellness.
- C. Fitness Principles
 - a. Describe target heart rate as it relates to cardio respiratory endurance.
- D. Body Systems
 - a. Explain how the muscular system and skeletal system work together to move the body.
 - b. Explain how the circulatory system and respiratory system respond to physical activity.

2. Responsible Personal and Social Behavior in the Physical Activity Setting

- A. Personal/Social Responsibilities
 - a. Explain how rules, safety and etiquette are important concepts in a physical activity setting.

3. Injury Prevention, Treatment and Rehabilitation

- A. Prevention
 - a. Identify and describe reasons for using proper warm-up, cool-down, stretching, and appropriate attire in a physical activity setting.
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Physical Activity and Lifetime Wellness

1. Fundamental Movement Skills and Games

- D. Body Management
 - a. Apply mechanical principles of force, stability motion, and direction (e.g., lower the center of gravity).
 - E. Movement Concepts
 - a. Identify critical elements to improve performance in selected skills (e.g., throw various objects).
 - F. Developmental Games
 - a. Apply fundamental and sequential skills in game situations with increased proficiency.
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2. Sport Skills and Lifetime Activities

- A. Skill Techniques
 - a. Demonstrate skills successfully in modified games of increased complexity.
 - B. Individual, Dual and Team Sports
 - a. Identify terminology, list rules and safety principles appropriate for individual, dual and team sports.
 - b. Demonstrate basic competence in a variety of individual, dual and team sports.
 - C. Outdoor Pursuits/Recreational Activities
 - a. Define terminology, list rules and safety principles appropriate for outdoor pursuits and recreational activities (e.g., table tennis, orienteering).
 - b. Demonstrate basic competence in a variety of outdoor pursuits and recreational activities.
 - D. Specialized Activities
 - a. Define terminology, list rules and safety principles appropriate for specialized activities included in the instructional program.
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3. Rhythms and Dance

- C. Rhythmic Activities
 - a. Describe the benefits of dance as a lifetime activity as it relates to fitness (e.g., flexibility, muscle coordination).
- D. Forms of Dance
 - a. Exhibit basic dance skills and fundamentals while demonstrating various dance forms (e.g., folk, line, square, social).
- E. Social/Cultural Aspects of Dance
 - a. Demonstrate appropriate social skills while participating in dance activities, including etiquette and courtesies appropriate to various dance forms.