

Sixth Grade

Movement Skills and Movement Knowledge

Know how and why they move in different activities.

Quality Indicators:

- Be knowledgeable in many activities.
- Use information to enrich their own skills by participating in lead up games rather than traditional competitive games.
- Correctly demonstrate activities designed to improve and maintain muscular endurance and strength, flexibility, and cardiovascular fitness.
- Improve eye-hand and eye-foot coordination, using a variety of challenge activities such as: juggling, unicycling, pogo-stick activities, bowling, and foot-bag skill games.
- Learn concepts related to Newton's third law (an object will rebound in the opposite direction with the same amount of force with which it was hit).
- Continuously strike a ball to a wall, or a partner, with a paddle using forehand and backhand strokes.
- Throw a variety of objects, demonstrating both accuracy and distance, e.g., disklike objects, deck tennis rings, footballs.
- Design and define a routine, combining various jump rope movements to music, so that it can be repeated without error.
- Design and perform gymnastic and dance sequences that combine traveling, rolling, balancing and weight transfer into smooth, flowing sequences with intentional changes in direction, speed and flow.



Social Development

Recognize the validity of rule application and accept that fairness applies to all.

Quality Indicators:

- Use cross curricular activities to enhance the students' acceptance and respect for positive interaction with others.
- Work in cooperative groups to enhance their abilities to provide positive and negative feedback to improve skill execution.
- Participate in activities of national, cultural, and ethnic origins.
- Interact with opponents in competitive activities to facilitate mutual development of skills.
- Design and play small group games that involve cooperating with others to keep an object away from opponents (basic offensive and defensive strategy).
- Analyze the variables of physical development within their peer group.
- Accept and respect the decisions made by game officials, whether they are students, teachers, or officials outside of the school.

Self Image

Recognize physical and personal differences and demonstrate responsible behavior.

Quality Indicators:

- Develop more of a realistic self image.
- Participate in cooperative groups to reach a common goal.
- Foster a sense of acceptance and belonging and of being valued within a group or team.
- Participate in games, sport, dance, and outdoor pursuits, both in and outside of school, according to individual interests and capabilities.
- Explain the role of pre-assessment and goal setting in terms of fitness goals.
- Assess personal fitness, compare to health standards, and set personal goals.
- Participate in vigorous activity for a sustained period of time while maintaining their target heart rate.
- Recognize that idealized images of the human body and performance as presented by the media may not be appropriate to imitate.

