

## Grade Six

Students in grade six combine fundamental skills into more complex movement forms in modified game, dance, and recreational activities. Cooperative and competitive small-group games are appropriate, emphasis being on developing skills and tactical understanding. Students use feedback to initiate and maintain practice to improve skill performance. Students assess their health-related fitness status and set reasonable and appropriate goals for development, maintenance, and improvement. Social interaction becomes more complex as peer pressure becomes increasingly pronounced, impacting individual performance. Students solve problems and make responsible decisions as they work together. They identify and seek opportunities to participate in regular physical activity at school and outside the school environment.

### Skilled Movement

- 6.1 The student will demonstrate competence in locomotor, non-locomotor, and manipulative skill combinations and sequences in dynamic game, rhythmic, and fitness activities.
- Combine locomotor and manipulative skills into specialized sequences, and apply sequences to partner and small-group game-play.
  - Demonstrate incorporating movement sequences into a rhythmic activity.
  - Demonstrate skill in a variety of individual and team activities representative of different countries.

### Movement Principles and Concepts

- 6.2 The student will apply movement principles and concepts to movement-skill performance.
- Refine and adapt individual and group activity skills by applying concepts of relationships, effort, spatial awareness, speed, and pathways.
  - Use feedback, including available technology, to improve skill performance.
  - Initiate skill practice to improve movement performance, and apply principles of learning (e.g., whole/part/whole, many short practices vs. one long practice, practice in game-like situations).
  - Understand and apply basic offensive and defensive tactics in noncomplex, modified activities (e.g., partner or small-group cooperative or competitive activities).

### Personal Fitness

- 6.3 The student will use personal fitness tools and data to improve physical fitness.
- Use measurement and assessment tools and data (e.g., criterion-referenced health-related fitness standards, Internet, software data-management systems, heart-rate monitors, pedometers, skinfold calipers) to develop goals for improvement in at least two fitness components.
  - Describe and apply basic principles of training (e.g., FITT [Frequency, Intensity, Time, Type], overload, progression) and their relationship to implementing safe and progressive personal fitness programs.

### Responsible Behaviors

- 6.4 The student will work independently and with others in physical activity settings.
- Acknowledge and understand the positive and negative influence of peer pressure on decisions and actions in physical activity settings.
  - Solve problems, accept challenges, resolve conflicts, and accept decisions with reason and skill.
  - Follow rules and safety procedures.
  - Use practice time to improve performance.

### Physically Active Lifestyle

- 6.5 The student will identify and seek opportunities to participate in regular physical activity at school, at home, and in the community.