

## **Sixth Grade Physical Education**

*Valuing activity, fitness, and nutrition as keys to creating and maintaining a life-long healthy lifestyle.*

Physical activity is an enjoyable and essential part of our lives. Physical education provides a child with the knowledge, skills, and direction to begin the journey to a healthy, happy, and productive life. Today's sedentary lifestyle has created crises in children's lives. "Because of the current obesity epidemic, children today have a shorter life expectancy than their parents for the first time in 100 Years" (Dr. William Klish, Baylor College of Medicine). Quality physical education in elementary school can help to reverse this dangerous trend.

At the sixth grade level, students are able to participate in competitive and cooperative activities and give skill feedback to other students. They are more independent, seek out new challenges in group and individual activities, and have an interest in helping others. Organized games, with the emphasis on cooperating with teammates to be successful, are important. At this level, students learn how weight can be managed in a healthy way through proper nutrition and exercise. Life skills are embedded in the curriculum, and it is recommended that, in addition to recess, all students receive a minimum of 150 minutes of physical education per week.

Special needs students who have IEP recommendations to be included in regular physical education classes may need modifications in both instruction and assessment of physical education skills. However, efforts should be made to teach special needs students with minimal but appropriate modifications in order to provide them with success in physical education. See Appendix E.

Integrated physical education lessons are included to assist teachers who use physical activity to teach academic content. Kinesthetic learners have optimum success when they move their bodies as they learn. See Appendix C.

### **Standard 1: Students will value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

Objective 1: Emphasize how physical activity provides opportunity for enjoyment and self-expression.

- a. Explore a number of new and different activities that bring personal enjoyment.
- b. Explain how physical activity can provide enjoyable social interaction.
- c. Participate in activities that are personally challenging.
- d. Celebrate successes and achievements of self and others.

Objective 2: Demonstrate appropriate risk taking.

- a. Identify and express feelings resulting from challenges.
- b. Explain appropriate and inappropriate risks based on experience and ability.
- c. Describe the importance of sun protection and how it may prevent melanoma.
- d. Demonstrate a basic understanding of first aid principles.
- e. Demonstrate persistence in activities when unsuccessful in prior attempts.

**Standard 2: Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.**

Objective 1: Demonstrate responsible personal behavior in physical activity settings.

- a. Consider the feelings of all participants in managing conflict situations.
- b. Participate with and show respect for students of similar and different skill levels.
- c. Demonstrate responsible behavior in using time, applying rules, and following through with decisions.
- d. Demonstrate the ability to lead and to follow.
- e. Initiate skill practice to improve performance.

Objective 2: Follow rules and procedures while participating in activities.

- a. Identify safety rules and the value of following them in activity settings.
- b. Participate in a group/team to accomplish a set goal (e.g., identify key elements that help groups work effectively, perform assigned responsibilities, evaluate progress/success of group activity).
- c. Follow game rules and accept and respect officials' decisions, whether the officials are students, teachers or outside-of-school personnel.
- d. Demonstrate support for others (e.g., willingly use skills to help others, provide constructive feedback for skill development, and encourage participation).
- e. Demonstrate good sportsmanship (e.g., acknowledge others' efforts, honestly report activity results, and use appropriate language).

**Standard 3: Students will understand and apply the health-enhancing benefits of physical activity and proper nutrition.**

Objective 1: Demonstrate and apply knowledge of physical fitness.

- a. Describe and apply basic principles of training (e.g., FITT (Frequency, Intensity, Time, Type), overload, progression).
- b. Monitor personal fitness data to evaluate physical fitness (e.g., FitnessGram, President's Challenge, Physical Best).
- c. Utilize fitness assessment results to set fitness goals, design a fitness plan, monitor progress, and make modifications.
- d. Demonstrate the use of resting and working pulse rates to evaluate intensity of workouts and the benefits derived from understanding the changing heart rates.

Objective 2: Describe how proper nutrition affects health and physical fitness.

- a. Identify strategies to manage weight through proper nutrition and exercise.
- b. Describe how people have different needs at different ages for weight management.
- c. Describe the "calories in/calories out" principle of weight control.
- d. Analyze and compare personal food intake to Food Pyramid recommendations (<http://www.mypyramid.gov>).

Objective 3: Participate in a variety of moderate to vigorous activities.

- a. Identify and demonstrate proper warm-up, conditioning, and cool-down techniques.
- b. Participate in games, sport and recreational pursuits both in and outside of school based on individual interests and capabilities.

- c. Participate in activities designed to improve all elements of physical fitness (e.g., cardiovascular endurance, muscular strength and endurance, flexibility, body composition).
- d. Participate in some form of health-enhancing physical activity each day.

**Standard 4: Students will demonstrate competency in knowledge and movement skills needed to perform a variety of physical education activities.**

Objective 1: Apply movement principles and skills in small group activities.

- a. Describe how general movement skills can be translated to a number of different activities.
- b. Demonstrate movement sequences to rhythm (e.g., square dance, line dance, folk dances from foreign countries, Lummi sticks, tinikling, rope jumping).
- c. Demonstrate the use of patterns and combinations of movement and non-movement activities into repeatable sequences.
- d. Analyze movement patterns and make personal adjustments to improve performance.
- e. Demonstrate individual and team strategies in game settings.

Objective 2: Demonstrate a variety of skills in sports and game activities.

- a. Identify and move to an open space in a game situation (e.g., move and create an open space to receive a pass, maintain appropriate distance from another player in a passing or guarding situation, and pass to a moving teammate).
- b. Demonstrate various striking skills in game situations.
- c. Throw and catch or kick and receive a ball consistently while being guarded by opponents.
- d. Demonstrate the ability to play assigned positions in various game situations (e.g., back-row player in volleyball, guard in basketball, first base in softball, goalie in floor hockey).
- e. Demonstrate basic offensive and defensive skills in a modified version of team sports (e.g., two-on-two basketball, three-on-three soccer, four-on-four flag football).