



Archdiocese of Washington Catholic Schools

Academic Standards

Physical Education



GRADE 6

Standard 1 - Demonstrate competency in many movement forms and proficiency in a few movement forms.

Sixth grade students have mastered the basic fundamental movement skills for locomotion (traveling actions), non-locomotion (movement in place), and manipulative (throw, catch, strike, swing, push, pull) activities. Movement forms become more complex and are combined to be used in more specific game and performance situations. Students participate, primarily, in more modified and unstructured games and use the basic motor movement) skills in these activities while they are developing the more complex skills necessary for sports participation.

- 6.1.1 Demonstrate mature forms in locomotor (traveling actions), non-locomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills.
Example: Dribble a basketball around stationary objects using both right and left hands.
- 6.1.2 Demonstrate basic competency in more complex motor (movement) skills related to specific sports activities.
Example: Develop a 60 second dance program using combinations of locomotor (traveling actions) and non-locomotor (movement in place) skills with changes of direction, pace, and level.

Standard 2- Applies movement concepts and principles to the learning and development of motor skills.

The student begins to apply concepts of conditioning and practice to improve movement skills and to build greater levels of fitness. Movement skills are now more reactive than planned. Students use internal and external stimuli to guide their movement patterns.

- 6.2.1 Identify basic concepts that apply to the movement and sports skills being practiced.
Example: Throw a softball different distances using varied trajectories (angles) and amounts of force
- 6.2.2 Explain how practicing movement skills improves performance.
Example: Maintain a log of practice attempts for throwing a softball at a target, comparing differences in successful throws from first attempts to last attempts
- 6.2.3 Describe basic strategies for offense and defense in simple lead-up games.
Example: Guard another player who is dribbling a basketball, attempting to prevent a pass or shot.



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Standard 3 - Exhibit a physically active lifestyle.

Students develop greater interests in doing out of school activities that can lead to a healthier lifestyle. They explore and identify activities they enjoy and which are within their competency levels. They utilize this information when choosing movement activities.

- 6.3.1 Identify activities that, when done regularly, can contribute to an active lifestyle.
Example: List activities that can increase cardiovascular (heart and lung) endurance.
- 6.3.2 Participate in activities, outside of school, that are health enhancing and can be continued throughout a lifetime.
Example: Report in portfolio that they played a round of golf with a parent on a Saturday.
- 6.3.3 Describe the elements of a healthy lifestyle.
Example: List the benefits of leading an active life.

Standard 4 - Achieves and maintains a health-enhancing level of physical fitness.

Students begin to comprehend the relationship between activity and physical fitness. They explore various activities and rate them on their potential to increase health-related (healthy lifestyle) fitness levels. They assess their individual levels of health-related fitness and use the results to develop their fitness goals

- 6.4.1 Describe and monitor (keeps a record of) intensity of exercise.
Example: Record heart rate after participation in a physical activity. Calculate target heart rate in mathematics class. Evaluate whether the exercise intensity of the activity was sufficient to produce a target heart rate
- 6.4.2 Develop individual goals for each of the health-related (healthy lifestyle) fitness components.
Example: Set a goal to successfully perform 10 pull-ups before Thanksgiving.
- 6.4.3 Assess individual fitness levels in each of the health-related (healthy lifestyle) fitness components (parts) in relation to age.

Standard 5 - Demonstrate responsible personal and social behavior in physical activity settings.

Sixth grade students demonstrate cooperative skills in group activities. They identify examples where teamwork is critical to success. They participate in activities without being reminded to follow safety practices and rules. They are capable of establishing rules for safety and class procedures.

- 6.5.1 Participate in cooperative activities in both a leadership and a follower role.
Example: Choose partners for a cooperative activity who they feel can work efficiently and successfully together to reach a group goal.



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- 6.5.2 Acknowledge and apply rules to game situations to ensure personal and group safety.
Example: Refrain from using equipment until instructed to do so by the teacher.

Standard 6 - Demonstrate understanding and respect for differences among people in physical activity settings.

Students analyze and compare the contributions of different cultures in the development of sports activities popular today. They begin to develop a greater tolerance of individuals who are different and willingly display yinclusionary behavior in most activities

- 6.6.1 Analyze, describe, and participate in simple forms of dances and games of various cultures from around the world.
Example: Participate in the German polka folk dance.
- 6.6.2 Display an appreciation of the accomplishments of both greater and less skilled individuals in group or team activities.
Example: Participate in a follow up discussion after a cooperative game, noting the positive contributions of each group member

Standard 7 - Understands that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction.

Students begin to seek the company of groups, and express enjoyment for participation in physical activities with their friends. They place value on the acquisition of high levels of skills, and respect and adulate those who possess these skills. As their self esteem and physical skill levels increase, students seek outlets that provide excitement, challenge, and competition.

- 6.7.1 Recognize and participate in physical activities as an opportunity to socialize with friends and family.
Example: Participate in a pick-up (impromptu) game of touch football with neighborhood friends.
- 6.7.2 Participate in challenging activities and in activities requiring the utilization of newly acquired skills.
Example: Participate in an English style equestrian (horsemanship) class for beginners.
- 6.7.3 Identify the social, emotional and physical benefits of participation in physical activities.
Example: Write a theme about how it feels to successfully master a new physical skill