

Georgia Performance Standards Framework for Physical Education

SIXTH GRADE

PE6.1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of activities.

Description: Motor skills are combined and used in specific game and performance situations. The student will refine and vary skills learned in the elementary years, using them to participate in the small-sided games, dance, or individual activities. The following activities are suggested for sixth grade:

| Invasion | Net/ Wall | Field | Target | Dance/ Rhythms | Outdoor | Fitness | Individual |
|---|----------------------|--------------|------------------------------------|--|-------------------------------|---------------------------|-------------------|
| Lacrosse Ultimate Frisbee Soccer | Pickle ball | Whiffle ball | Bowling Bocce ball Disc golf | Juggling Jump rope Line dancing Square/Folk dance | Aquatics Cycling Hiking | Tae Bo Yoga Pilates | Tumbling |

a. Performs complex movement patterns used in small-sided game situations.

Examples:

- Moves to open space to receive a pass from a teammate during an invasion game.
- Properly positions self in a pickle ball game to strike the ball in a manner that places it away from their opponent.

b. Performs specialized manipulative skills in an applied setting to include throwing and catching.

Examples:

- Throws and catches using a lacrosse stick with accuracy and control.
- Throws a disc with accuracy to land in the basket during disc golf.

c. Performs advanced rhythm sequences that combine movement, complex concepts and skills.

Examples:

- Designs and performs a jump rope routine that includes a variety of forward and backward jumps.
- Performs a sequence of Pilates movements to increase flexibility.

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PE6.2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Description: Students can identify principles of practice and conditioning that enhance movement performance. They have higher levels of understanding and movement skills are more automatic. They are able to demonstrate basic concepts of strategies in game play and perform basic rhythmic patterns.

Elements:

a. Identifies concepts that apply to the movement and sports skills being practiced.

Examples:

- Identifies proper warm-up and cool-down techniques and reasons for using them.
- Throws a softball different distances using varied trajectories and amounts of force.

b. Knows the difference between massed and distributed practice and the advantages of each.

Examples:

- Maintains a log of practice attempts for throwing a softball at a target and;
- Compares and/or contrasts differences in successful throws from first attempts to last attempts.
- Practices a table tennis serve multiple times against a wall to perfect top and back spin.

c. Describes basic strategies for offense and defense in small sided game play.

Examples:

- Explains defensive position in relationship to the offensive player while playing defense in basketball.
- Describes a “give and go” in soccer to attempt an open shot on goal.

d. Identifies steps correctly to perform a rhythmic pattern.

Examples:

- Performs a folk or line dance.
- Designs a Tae Bo routine.

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PE6.3: Participates regularly in physical activity.

Description: Students participate in physical activities that provide important opportunities for challenges with the goal of voluntary participation outside of class. Physical activity choices are based on personal interests and the desire to maintain an active lifestyle.

Elements:

a. Identifies opportunities in school and community to be physically active.

Example:

- Completes a list of physical activities in which one can participate at school and outside the school setting.
- Lists intramural activities within the school and community recreational opportunities available for participation based on student's interest.
- Provides examples of or participates in a running club outside of school.

b. Participates in a variety of activities that result in a physically active lifestyle.

Example:

- Participates in school sponsored intramural activities. (i.e. jump rope, team handball, ultimate Frisbee).
- Goes cycling on a local bicycle trail.
- Students with disabilities participate in Special Olympics and/or Metro Miracle league.
- Regularly exercises at home or in a fitness center.
- Trains for a local 5K race.

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PE6.4: Achieves and maintains a health-enhancing level of physical fitness.

Description: Sixth grade students should be able to participate in moderate to vigorous physical activity in a variety of settings for longer periods of time than during the elementary years. Students are able to apply the components of fitness and explain how these relate to their overall fitness status. With teacher assistance, students are able to assess their personal fitness status and use information from fitness assessments to determine current levels of fitness and increase current levels of fitness. They participate in physical activities addressing each component of health-related fitness with the focus at this grade level being on flexibility. They will use this information to develop a plan to improve or maintain flexibility.

Elements:

- a. Participates in criterion-referenced fitness assessments (e.g. Fitnessgram) with close teacher guidance and supervision and identifies ways to improve flexibility.**

Examples:

- Compares criterion-referenced test scores to determine current fitness levels.
- Participates in pre and post criterion-referenced tests to measure improvement and increase current levels of fitness.

- b. Identifies the basic principles of training to improve physical fitness.**

Examples:

- Explains the importance of frequency while improving fitness.
- Explains why a muscle should be warm in order to improve flexibility.

- c. Participates in activities designed to improve or maintain flexibility.**

Examples:

- Participates in yoga classes to measure progress towards healthy fitness standards for flexibility.
- Demonstrates proper warm-up and cool-down techniques specific to class activities.

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PE6.5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Description: Students identify the reasons for establishing rules, procedures, and etiquette that create a safe environment for various activities. They work cooperatively to accomplish group or team goals in both cooperative and competitive activities. Students are expected to work independently to complete assigned tasks.

Elements:

a. Participates responsibly by following rules and making appropriate decisions.

Examples:

- Participates successfully within the rules of a small sided game.
- Works independently at a vigorous level during fitness stations.

b. Identifies and demonstrates safe practices in the physical education setting.

Examples:

- Voluntarily wears and uses appropriate safety gear.
- Takes responsibility for setting up and breaking down equipment.

c. Identifies the importance of etiquette in physical activity.

Examples:

- Takes a knee when a student injury is signaled.
- Waits for entire group to tee off before leaving the tee area.

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PE6.6: Values physical activity for health, enjoyment, challenge, self expression, and/or social-interaction.

Description: Students participate in physical activities that provide important opportunities for challenges in social interaction and group membership. They have the opportunities for continued personal growth in physical skill in their applied setting. Students recognize that all people do not enjoy the same activities.

Elements:

a. Selects and evaluates physical activities to participate in for social interaction and continued personal growth.

Examples:

- Participates in a yoga class to maintain/increase flexibility.
- Walks the dog with a family member or friend for personal enjoyment.

b. Analyzes the-relationship between inactivity and cancer.

Examples:

- Describe the impact of inactivity on breast and colon cancer.
- Participates in “Relay-for-Life” or other community activity increasing cancer awareness.