

Grade Six

Students in grade six apply fundamental skills and knowledge of anatomical structures and movement principles to build movement competence and confidence through acquisition, performance, and refinement of skills. Cooperative and competitive small-group games are appropriate as well as outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, individual performance activities, and sports (net/wall, striking/fielding, and goal/target), with an emphasis 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. Students in grade six will explain the connection between energy balance and nutrition guidelines, meal planning, and heart rate. 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.

Motor Skill Development

6.1 The student will demonstrate and apply mature movement forms in a variety of activities and identify the six components of skill-related fitness.

a) Combine and apply mature locomotor and manipulative skills into specialized sequences, to include overhand and underhand throwing and catching, execution to a target, hand and/or foot dribbling, volleying/striking and/or batting ball; and apply sequences, to include change of direction, speed, patterns, pathways, and spatial relationships in partner and small-group modified game-play that includes dynamic and unpredictable situations.

b) Create and perform movement sequences in a rhythmic or dance activity.

c) Identify the six components of skill-related fitness (agility, balance, coordination, power, reaction time, and speed).

d) Analyze movement situations for direction, speed, accuracy, and pathways to improve performance.

Anatomical Basis of Movement

6.2 The student will apply both movement principles and concepts and knowledge of anatomical structures to movement-skill performance.

a) Refine and adapt individual and group activity skills by applying concepts of relationships, effort, spatial awareness, speed, and pathways.

b) Apply knowledge of the skeletal system to identify types of joints and associated bones, to include ball-and-socket joint, pivot joint, and hinge joint.

c) Apply knowledge of anatomy and joint types to accurately describe a variety of specific movements such as throwing/catching, striking, volleying, and dribbling.

d) Describe basic offensive and defensive strategies in noncomplex, modified, and small-sided activities.

Fitness Planning

6.3 The student will apply skills of measurement, analysis, goal setting, problem solving, and decision making to improve or maintain physical fitness.

a) 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 complete a self-assessment and develop goals for improvement in at least two fitness components.

b) Describe and apply the components of the FITT (frequency, intensity, time, type) principle and their relationship to implementing safe and progressive personal fitness programs for aerobic capacity, muscle fitness, and flexibility.

c) Define and calculate resting heart rate (RHR) and describe its relationship to aerobic fitness.

d) Describe how being physically active leads to a healthy body.

- e) Interpret fitness data comparing individual scores to health-related criterion-referenced standards (Virginia wellness-related fitness standards, Fitnessgram®, CDC guidelines).
- f) Develop a personal fitness plan using baseline data to address one or more components of health-related fitness, to improve or maintain fitness level to include SMART goals, action plan, and documentation of activities inside and outside of school.
- g) Reassess health-related fitness components and reflect on personal fitness goals at least twice during the school year.
- h) Describe rate of perceived exertion and identify associated activity levels.

Social Development

6.4 The student will demonstrate and apply skills of communication, conflict resolution, and cooperation to achieve individual and group goals that apply to working independently and with others in physical activity settings.

- a) List and demonstrate problem solving, conflict resolution, and decision-making skills.
- b) Compare and critique rules, safety procedures, and etiquette for two different physical activities.
- c) Reflect on completion of an improvement plan for a personally challenging skill or activity.
- d) Describe the benefits of competitive and non-competitive physical activities.
- e) Demonstrate integrity and apply rules/etiquette for a team-building activity.
- f) Create and implement strategies, to include others and promote safe participation in physical activities.

Energy Balance

6.5 The student will explain the connection between energy balance and nutrition guidelines, meal planning, and exercise intensity.

- a) Create a one-day meal and snack plan based on Recommended Dietary Allowances (RDA), portions, macronutrients, vitamins, minerals, hydration, sugar, and salt.
- b) Describe the relationship between resting heart rate and exercise intensity.
- c) Explain the impact of physical activity guidelines on energy expenditure.