

Minnesota K-12 Academic Standards Physical Education 2018

Grade 6 Standards and Benchmarks

Students in grade six combine fundamental skills into more complex, specialized movement skills used in the four game-play categories. They participate in practice tasks, small-sided games and cooperative games, emphasizing skill development and tactical understanding. Students become responsible for learning by beginning to monitor and evaluate physical activity engagement and fitness results and set personal goals for improvement. They develop more sophistication in understanding and application of health skills and strategies to improve or maintain personal health.

Standard 1: Demonstrate competency in a variety of motor skills and movement patterns.

Focus Area 1: Dance and Rhythms

- 6.1.1.1 Demonstrate correct rhythm and pattern for one of the following dance forms: folk, social, creative, line, or world dance.

Focus Area 2: Games and Sports: Invasion and Fielding and Striking Games

- 6.1.2.1 Throw for distance appropriate to the invasion or fielding and striking game practice tasks. For example: outfield to home plate; outfield to 3rd base.
- 6.1.2.2 Catch from a variety of trajectories using different objects in varying invasion or fielding and striking game practice tasks.

Focus Area 3: Games and Sports: Invasion Games

- 6.1.3.1 Pass and receive with competency, using hands in combination with locomotor patterns of running and change of direction and speed in invasion game practice tasks. For example: basketball, flag football, speedball, team handball.
- 6.1.3.2 Throw, while stationary, a leading pass to a moving player in invasion game practice tasks.
- 6.1.3.3 Execute pivots, fakes, jab steps, and give and go designed to create open space during invasion game practice tasks.
- 6.1.3.4 Dribble with preferred hand using a change of speed and direction in a variety of invasion game practice tasks.
- 6.1.3.5 Foot-dribble or dribble using an implement with control, changing speed and direction in a variety of invasion game practice tasks.
- 6.1.3.6 Shoot on goal with accuracy in invasion game practice tasks.
- 6.1.3.7 Maintain defensive ready position with weight on balls of feet, arms extended, and eyes on midsection of the body of the offensive player in invasion game practice tasks.

Focus Area 4: Games and Sports: Net and Wall Games

- 6.1.4.1 Execute a legal underhand serve with control in net and wall game practice tasks. For example: badminton, pickleball, volleyball.
- 6.1.4.2 Strike with an overhand pattern in small-sided net and wall game practice tasks. For example: badminton, handball, tennis.
- 6.1.4.3 Demonstrate the forehand and backhand strokes using a short-handled implement in small-sided net and wall practice tasks. For example: paddleball, pickleball, short-handled racket tennis.
- 6.1.4.4 Forehand volley, with control, using a short-handled implement in small-sided net and wall game practice tasks.
- 6.1.4.5 Two-hand volley (underhand and overhand) with control in a variety of small-sided net and wall practice tasks.

Focus Area 5: Games and Sports: Target Games

- 6.1.5.1 Execute an underhand roll or toss for a target game practice task. For example: bowling, bocce, horseshoes.
- 6.1.5.2 Strike, using an implement and a stationary object for accuracy, in target game practice tasks. For example: croquet, shuffleboard, golf.

Focus Area 6: Games and Sports: Fielding and Striking Games

- 6.1.6.1 Strike a pitched ball, using an implement, in a variety of fielding and striking game practice tasks.
- 6.1.6.2 Catch from different trajectories, using a variety of objects, in varying fielding and striking game practice tasks.

Focus Area 7: Games and Sports: Outdoor Pursuits

- 6.1.7.1 Demonstrate correct technique-for basic skills in an outdoor activity

Focus Area 8: Games and Sports: Individual- Performance

- 6.1.8.1 Demonstrate correct technique for basic skills in one individual-performance activity.

Standard 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance.

Focus Area 1: Games and Sports: Invasion Games

- 6.2.1.1 Execute at least one of the following offensive tactics in invasion game practice tasks to create open space: move to open space without the ball; use a variety of passes, pivots, and fakes; and give and go.
- 6.2.1.2 Reduce open space on defense, in an invasion game practice task, by making the body larger and reducing passing angles
- 6.2.1.3 Reduce open space, in an invasion game practice task, by not allowing the catch (denial) or by allowing the catch but not the return pass.
- 6.2.1.4 Transition from offense to defense, or defense to offense, in an invasion game practice task, by recovering quickly

Focus Area 2: Games and Sports: Net and Wall Game

- 6.2.2.1 Create open space in net and wall game practice tasks, with a short-handled implement, by varying force and direction.
- 6.2.2.2 Reduce offensive options for opponents, in net and wall game practice tasks, by returning to base or home position.

Focus Area 3: Games and Sports: Target Games

- 6.2.3.1 Select an appropriate shot and implement based on the location of the object in relation to the target in target game practice tasks.

Focus Area 4: Games and Sports: Fielding and Striking Games

- 6.2.4.1 Identify open space, and attempt to strike an object into that space in fielding and striking game practice tasks.
- 6.2.4.2 Identify the correct defensive play based on the situation in fielding and striking practice tasks. For example: number of outs, positions of runners.

Standard 2: Continued

Focus Area 5: Games and Sports: Individual- Performance

- 6.2.5.1 Vary the application of force during an individual-performance activity.

Focus Area 6: Games and Sports: Outdoor Pursuits

- 6.2.6.1 Describe the basic skills and tactics needed for participation in an outdoor activity.

Standard 3: Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness

Focus Area 1: Physical Activity Knowledge

- 6.3.1.1 Identify barriers related to maintaining a physically active lifestyle.

Focus Area 2: Engages in Physical Activity

- 6.3.2.1 Participate in a variety of aerobic-fitness activities using technology or media. For example: cardio-kick, step aerobics and aerobic dance.
- 6.3.2.2 Participate in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity for at least sixty minutes per day

Focus Area 3: Fitness Knowledge

- 6.3.3.1 Identify the components of skill-related fitness.
- 6.3.3.2 Identify correct techniques and methods of stretching
- 6.3.3.3 Describe the overload training principle and how it affects fitness
- 6.3.3.4 Describe the role of warm-ups and cool-downs before and after physical activity.
- 6.3.3.5 Identify and explain heart rate zones. For example: resting heart rate, moderate heart rate, vigorous heart rate, and maximum heart rate.
- 6.3.3.6 Identify major muscles and bones used in selected physical activities.

Focus Area 4: Assessment and program planning

- 6.3.4.1 Use SMART goals, based on the results of a health-related fitness assessment, to design, implement, and modify a maintenance or remediation program for one health-related fitness area. For example: SMART goals are specific and strategic, measurable, attainable, results-based and time-based.
- 6.3.4.2 Maintain a physical activity log for at least two weeks and reflect on activity levels as documented in the log.

Focus Area 5: Nutrition

- 6.3.5.1 Identify foods within each of the basic food groups and select appropriate servings and portions for one's age and physical activity levels.

Focus Area 6: Stress Management

- 6.3.6.1 Identify possible causes of stress and the negative effects of stress on health.

Standard 4: Exhibit responsible personal and social behavior that respects self and others.

Focus Area 1: Personal and Social Responsibility

- 6.4.1.1 Accept differences among classmates in physical development, maturation, and varying skill levels by avoiding insulting or boastful speech during physical activity.
- 6.4.1.2 Identify appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.

Focus Area 2: Feedback

- 6.4.2.1 Implement specific corrective feedback to improve performance.

Focus Area 3: Working with others

- 6.4.3.1 Cooperate with a small group of classmates during gameplay, or team-building activities.

Focus Area 4: Rules and etiquette

- 6.4.4.1 Follow the rules and etiquette for physical activities.

Focus Area 5: Safety

- 6.4.5.1 Use equipment and facilities appropriately and safely, with the teacher's guidance, in a physical activity setting. For example: fitness equipment, pedometers, sport equipment
- 6.4.5.2 Make appropriate decisions regarding physical activity based on the weather, level of difficulty due to the conditions, or ability to ensure the safety of self and others.

Standard 5: Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

Focus Area 1: Health

- 6.5.1.1 Describe the impact of screen time on levels of health.
- 6.5.1.2 Identify the relationship between participation in physical activity and stress reduction.

Focus Area 2: Challenge

- 6.5.2.1 Recognize individual challenges in physical activity and implement methods of coping with them in a positive way. For example: extending effort, asking for help or feedback, or modifying the tasks.

Focus Area 3: Self-expression and enjoyment

- 6.5.3.1 Describe how moving competently in a physical activity setting creates enjoyment.
- 6.5.3.2 Describe how physical activity provides opportunities for self-expression.

How to read the MN PE Standards Coding: The benchmarks for each standard are designated by four-digit codes. For example, in the code **0.1.3.16**:

- The 0 refers to grade *Kindergarten*;
- The 1 refers to the first standard, *Demonstrates competency in a variety of motor skills and movement patterns*;
- The 3 refers to the third focus area, *Manipulative*;
- The 16 refers to the sixteenth benchmark for focus area three, *Jump a single jump with a self-turned rope*.

Standard	Focus Area	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1 Demonstrates competency in a variety of motor skills and movement patterns.	3 Manipulative	0.1.3.16 Jump a single jump with a self-turned rope.	1.1.3.16 Consecutively jump forward or backward using a self-turned rope.	2.1.3.16 Consecutively jump forward and backward, demonstrating a maturing pattern, jump using a self-turned rope.	3.1.3.16 Perform a variety of jump rope skills with a short rope.	4.1.3.16 Combine jump rope skills to perform a routine using either a short or long rope.	5.1.3.16 Combine jump rope skills to perform a routine using either a long or short rope, with a partner.