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| **Subject: 6th Grade Physical Education** | |
| **SES Standard** | **State Standard** |
| **Strand**: Appreciation of a physically active lifestyle | Curriculum Guideline 1: Engages in a physically active lifestyle |
| * Set personal physical activity goals * Identify long-term benefits that may result from regular participation in physical activity |  |
| **Strand**: Achievement and maintenance of a health enhancing level of physical fitness | Curriculum Guideline 2: Achieves and maintains a health enhancing level of physical fitness |
| * Participate in health-enhancing physical activities * Participate in aerobic, anaerobic, flexibility, and muscular strength and endurance activities * Identify health-related fitness components in various activities * Participate in physical fitness assessment * Use data gathered in fitness assessment to understand levels of fitness * Design a personal fitness plan |  |
| **Strand**: Use of motor skills and movement patterns | Curriculum Guideline 3: Demonstrates competency in motor skills and movement patterns, proficiency in a few, and applies these skills and patterns in a variety of physical activities |
| * Combine and refine fundamental motor skills to competently participate in a variety of physical activities * Apply fundamental and complex motor skills in a variety of physical activities * Demonstrate use of strategies and tactics within a variety of physical activities |  |
| **Strand**: Application of movement concepts, principles, strategies, and tactics to performance of physical activity | Curriculum Guideline 4: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the development of motor skills and the learning and performance of physical activities |
| * Use a movement vocabulary when describing motor skill performance * Describe critical elements of complex motor skills * Analyze the use of movement concepts during motor skill performance * Use feedback from teachers and peers, and a beginning level of self-assessment to improve motor skill performance and cognitive understanding * Identify when, why, and how to use strategies and tactics within game play |  |
| **Strand**: Identification of physical activity as opportunity for health enhancement, enjoyment, challenge, self-expression, and social interaction | Curriculum Guideline 5: Identifies that physical activity provides opportunities for health enhancement, enjoyment, challenge, self-expression, and social interaction |
| * Identify the value of personally participating in physical activities * Articulate the various roles of group members * Reflect on personal role(s) within a group |  |
| **Strand**: Demonstration of responsible personal and social behavior that respects self and others in physical activity settings | Curriculum Guideline 6: Exhibits responsible personal and social behavior that respects self and others in physical activity settings |
| * Accept responsibility for being part of a group by contributing toward group success * Participate productively in both cooperative and competitive group activities * Identify, follow, and when appropriate, create safety guidelines for participation in activities * Demonstrate responsible behavior in physical activity settings * Discuss the difference between ethical and unethical behavior in physical activity settings * Demonstrate ethical behavior in physical activity settings * Accept the existence of individual uniqueness in physical activity settings * Demonstrate positive attitudes towards self and others through verbal and non-verbal behaviors * Display sensitivity toward others in physical activity settings * Develop strategies for including others in physical activity settings * Resolve conflicts and accept decisions of judgment in socially acceptable ways |  |