



St. Mel's Catholic School

Physical Education Guidelines

Grade Six

At this stage students are able to combine various skills and cooperative activities and give appropriate feedback to others. They are more independent in thought and action than younger students they are also more likely to seek out new challenges in individual and group activities. They have a strong interest in team play and organized games, learning experiences that focus on developing the skills required for a cooperative effort toward a common goal.

Movement Skills and Movement Knowledge

Students are ready to combine skills for practice in lead-up games (a team, individual, or dual activity leading to an organized sport). These activities facilitate the learning of physical skills while allowing for cooperative effort. Students learn concepts related to Newton's third law. That is, when struck, an object will rebound in the opposite direction with the same amount of force with which it is hit. The harder an object is hit, the greater will be the force that causes the object to rebound in the opposite direction.

Manipulative Skills

- Volley an object repeatedly with a partner, using the forearm pass.
- Strike a ball continuously against a wall and with a partner, using a paddle for the forehand stroke and the backhand stroke.
- Strike an object consistently, using a body part, so that the object travels in the intended direction at the desired height.
- Strike an object consistently, using an implement, so that the object travels in the intended direction at the desired height.
- Dribble and pass a ball to a partner while being guarded.
- Throw an object accurately and with applied force, using the underhand, overhand, and sidearm movement (throw) patterns.
- Develop refine, and demonstrate routines to music.

Combinations of Movement Patterns and Skills

- Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities.
- Combine motor skills to play a lead-up or modified game.
- Demonstrate a routine, combining various jump-rope movements to music.

Health and Performance

- Assess the components of health-related physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition) by using scientifically based health-related fitness assessment.



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- Compare individual physical fitness results with research-based standards for good health.
- Participate in moderate to vigorous physical activity a minimum of four days each week.
- Monitor the intensity of one's heart rate during physical activity.
- Distinguish between effective and ineffective warm-up and cool down techniques.
- Classify physical activities as aerobic or anaerobic.

Self Image

At this stage, students are able to recognize stylistic differences in performance, develop

a more realistic self-image, and form collective attitudes as members of a group. They are willing to work cooperatively toward a common goal because of their desire for recognition within the group is strong. The physical education experience should foster in

each student a sense of acceptance and belonging and of being valued within the group or on a team.

- Participate productively in-group physical activities.
- Evaluate individual responsibility in-group efforts.
- Participate in a variety of physical activities, both in and out of school, based upon individual interests and capabilities.
- Participate daily in some form of health-enhancing physical activity and identify the benefits resulting from this participation.

Social Development

Students at this level begin to recognize the validity of rule-application and to accept that

fairness applies to all. As students work in cooperative groups, they learn to provide one another with feedback and support in skill execution. Sixth graders learn through experimentation that specific, positive, corrective feedback improves skill development more rapidly than general, negative, or neutral feedback and that the more promptly feedback is given after performance, the more meaningful the feedback is. They also learn that cooperation includes interacting with opponents in competitive activities to facilitate mutual development of skills. They are able to interact positively with others to develop friendships and participate in peer coaching activities with a partner.

- Identify and define the role of each participant in a cooperative physical activity.
- Identify and agree on a common goal when participating in a cooperative physical activity.
- Analyze possible solutions to a movement problem in a cooperative physical



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activity and come to a consensus on the best solution.

- Recognize the role of games, sports, and dance in getting to know and understand others with individual likeness and differences.
- Recognize the interrelationship between history and culture and games, sports, play, and dance.