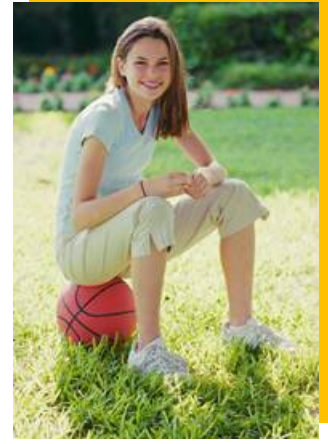


Physical Education



Overview

The physical education program in grades six through eight provides the opportunity to expand a student’s performance and understanding of fundamental movement and motor skills to more specialized movement and motor skills used in a variety of content areas. Students learn to refine, combine, and apply a variety of movement and motor skills in different physical activity settings. In each area of physical education, students learn the critical elements for each motor skill as well as concepts and principles related to biomechanics, motor development, motor learning, and game tactics.



Physical education programs continue to emphasize the importance of physical activity and personal fitness throughout the school year. Students are provided with opportunities to improve their fitness and to understand more advanced concepts related to physical fitness and physical activity. Participation in physical activity can also be an important venue for the social, psychological, and emotional development of sixth-grade students.

State law requires that schools provide students in sixth grade with at least 200 minutes of physical education each 10 schooldays. Recess and lunch time do not count toward the required instructional minutes.

The sixth-grade physical education model content standards are organized by five overarching content standards. Under each of the overarching standards are grade-level model content standards that provide a vision of what students in grade-six should know and be able to do. The content standards represent the essential skills and knowledge that all students need to be physically active and enjoy a healthy lifestyle.

Most sixth-grade students are approaching or entering adolescence, a stage of numerous physical changes. This is the beginning of a two- to three-year growth spurt for some students that can account for 20 percent of their eventual adult stature. The heart and lungs are also increasing in size and capacity proportionate to height and weight gains. Students enjoy being active, engaging in fitness activities, assessing their own fitness levels, and creating personal fitness plans. Students at this stage learn to combine various skills in cooperative activities.

What Sixth-Grade Students Should Know

In fifth grade, students learned manipulative skills with an emphasis on improving accuracy and distance while efficiently manipulating objects using body parts or implements. For example, they stopped a kicked ball by trapping it with a foot and hit a dropped ball with a racket or paddle. They practiced offensive and defensive skills. Students created and performed dances with intentional changes in speed and direction and rhythmic routines that involved manipulating an object. They learned fitness concepts, such as the principles of training, and how to increase their aerobic capacity. They set and monitored achievable short-term and long-term goals for improved physical fitness. Students assessed their health-related physical fitness and increased the amount of time and the intensity of their physical activity. They learned to work cooperatively and learned to respect others with differing abilities.

What Students Learn in Sixth Grade

In sixth grade, the focus of instruction is providing students with experiences that help them transition to sport-skill learning with an emphasis on the application of movement and motor skills in lead-up or modified games. When students practice manipulative skills, they practice more often with partners than in earlier grades. For example, sixth-grade students volley an object repeatedly with a partner instead of volleying a tossed ball to a target as they did in grade five. Students learn new skills and patterns in folk and line dancing, and new ways to combine movement skills to create and perform tumbling and rhythmic routines with attention to the aesthetics of physical activity. They learn how to recognize and correct their own errors and to provide feedback to peers to assist them in developing movement skills. Students continue to learn about health-related physical fitness, assess their own fitness level, and develop a one-day personal fitness plan. Cooperative physical activity is another focus of instruction in sixth grade, with students learning about their own and others' roles and responsibilities in setting common goals and solving problems.

Overarching Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

With the change in instructional focus from foundational manipulative skills to specialized sport skills, students learn to strike objects using body parts and implements more consistently and with greater accuracy. They learn to dribble and pass a ball to a partner while being guarded, skills that are practiced in a modified game. Students in sixth grade combine nonlocomotor, locomotor, and motor skills while incorporating qualities of movement (e.g., relationships, levels, speed, direction, and pathways) in complex physical activities. They are given learning opportunities to develop rhythmic skills as they perform folk and line dances and rhythmic routines to music. They also learn to design and perform smooth, flowing sequences of stunts, tumbling, and rhythmic patterns.

Overarching Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Standard 2 represents the cognitive knowledge that supports the locomotor, nonlocomotor, and manipulative skills practiced. For example, Standard 2.6 is “Explain the role of the legs, shoulders, and forearm in the forearm pass”; and Standard 1.1 reads, “Volley an object repeatedly with a partner, using the forearm pass.” Students learn about the correct technique for the forearm pass, practice the skill with a partner, and can both explain and demonstrate the role of the legs, shoulders, and forearms when asked by the teacher. In sixth grade, students learn more about the biomechanics of physical activity—in particular, the variables involved with increasing and decreasing the forces applied by the body or another object and those controlling the intended

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flight of an object. Understanding the biomechanics of physical activities helps students achieve greater accuracy and precision with manipulative skills, such as batting a ball or striking a volleyball. Students also improve their understanding of offensive strategies by identifying opportunities to pass or dribble while being closely guarded.

By the end of sixth grade, students can identify dance steps and rhythm patterns and explain the contribution of movement qualities to the aesthetic dimension of physical activity. Students also learn the correct type of feedback (specific positive, specific corrective) to help others learn and improve movement skills. In sixth grade, students develop and teach a cooperative movement game

that requires locomotor skills, manipulation of objects, and an offensive strategy.

Overarching Standard 3: Students assess and maintain a level of physical fitness to improve health and performance.

Students in sixth grade perform moderate to vigorous physical activities a minimum of four days each week. They assess their own level of health-related physical fitness, including the intensity of their heart rate during physical activity, and compare themselves with established, research-based standards for good health. Students use this information to generate personal goals for each fitness component (muscle strength/endurance, flexibility, aerobic capacity, and body composition). As students continue to participate in fitness activities, they monitor and evaluate changes in their fitness status.

Overarching Standard 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Similar to the relationship between Standards 1 and 2, Standard 4 provides the cognitive information to support the fitness activities described in Standard 3. For Standard 4, students learn different methods of monitoring heart rate intensity. These methods include using heart rate monitors and placing two fingers over the wrist.

In sixth grade, students learn the long-term benefits of regular participation in physical activity and how to classify activities as aerobic or anaerobic. They also distinguish between effective and ineffective warm-ups, cool-downs, and flexibility exercises (stretches). They compile and analyze the effects of caloric intake and energy expenditures through physical activity. Students apply their knowledge by developing a one-day physical fitness plan that uses the FITT (frequency, intensity, time, and type) principles and addresses each component of health-related physical fitness.



Overarching Standard 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

With the emphasis on learning specialized sport skills through lead-up or modified games, students in sixth grade participate in many group physical activities. They identify the individual roles and responsibilities necessary to make their group successful, including their own responsibilities in cooperative physical activities. Students

develop collaborative skills as they agree on common goals and seek consensus solutions to movement problems that occur in cooperative physical activities.

Support for English Learners

The goal of physical education programs in California is to ensure universal access to high-quality curriculum and instruction so that every student can meet or exceed the state's physical education model content standards. To reach that goal, teachers design instruction to meet the instructional needs of each student. Different instructional approaches may be needed for English learners to gain access to physical education content. Specially designed academic instruction in English (SDAIE), also known as sheltered instruction, provides students with a variety of interactive and multimodal means to access information. With sheltered instruction techniques, teachers modify the language demands of the lesson. Cooperative learning with high

levels of interaction may also be an effective strategy. (See the *Physical Education Framework for California Public Schools* [California Department of Education 2009], Chapter 7, “Universal Access,” for more information.)

Physical education instruction provides opportunities for students to develop their English-language skills. Students learn new vocabulary through physical activity instruction that is modeled by other students (e.g., throwing with *underhand*, *overhand*, and *sidearm* movement patterns) and explanations of manipulative skills that include visual clues (e.g., “Explain the role of the legs, shoulders, and forearm in the forearm pass”). Instruction that draws attention to cognates can help students understand domain-specific and academic vocabulary (e.g., *aerobic exercise/ejercicio aerobico*; *anaerobic exercise/ejercicio anaerobico*). Participating in small-group activities and modified team games, coaching other students, discussing rules, and speaking about and listening to physical education concepts and principles also provide opportunities for English learners to acquire academic vocabulary and practice both informal and formal English.

Support for Students with Special Needs

Successful participation in physical activities by students with special needs depends on the teacher’s skill and training in providing instruction and support to all students. When systematically planned differentiation strategies are used, students with special needs can benefit from appropriately challenging curriculum and instruction. The strategies for differentiating instruction for students include pacing, complexity, depth, and novelty. Despite the modifications made, the focus is always on helping students to meet the physical education model content standards to the best of their ability and frequently assessing their progress in attaining the standards.

In helping students move from below grade to their grade level, teachers use instructional resources aligned with the standards; however, during a transitional period, students receive instruction aligned with fundamental skills and concepts from previous grade levels that support the standards for their current grade level. Some students with 504 Plans or individualized education programs (IEPs) are eligible for special education services in physical education. A student’s 504 Plan or IEP often includes suggestions for techniques to ensure that the student has full access to a program that is designed to provide him or her with appropriate learning opportunities and uses instructional materials and strategies that best meet the student’s needs. The 504 Plan or IEP also determines which services or combination of services best met the student’s need. (See the *Physical Education Framework for California Public Schools* [California Department of Education 2009], Chapter 7, “Universal Access,” for more information.)

The Standards

The following sixth-grade physical education model content standards were adopted by the California State Board of Education on January 12, 2005.

Physical Education Model Content Standards Grade Six	
STANDARD 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.	
Manipulative Skills	
1.1	Volley an object repeatedly with a partner, using the forearm pass.
1.2	Strike a ball continuously against a wall and with a partner, using a paddle for the forehand stroke and the backhand stroke.
1.3	Strike an object consistently, using a body part, so that the object travels in the intended direction at the desired height.
1.4	Strike an object consistently, using an implement, so that the object travels in the intended direction at the desired height.
1.5	Dribble and pass a ball to a partner while being guarded.
1.6	Throw an object accurately and with applied force, using the underhand, overhand, and sidearm movement (throw) patterns.
Rhythmic Skills	
1.7	Perform folk and line dances.
1.8	Develop, refine, and demonstrate routines to music.
Combinations of Movement Patterns and Skills	
1.9	Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities.
1.10	Combine motor skills to play a lead-up or modified game.
1.11	Design and perform smooth, flowing sequences of stunts, tumbling, and rhythmic patterns that combine traveling, rolling, balancing, and transferring weight.

STANDARD 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.	
Movement Concepts	
2.1	Explain how to increase force based on the principles of biomechanics.
2.2	Explain how impact force is reduced by increasing the duration of impact.
2.3	Analyze and correct errors in movement patterns.
2.4	Provide feedback to a partner to assist in developing and improving movement skills.
2.5	Identify practices and procedures necessary for safe participation in physical activities.
Manipulative Skills	
2.6	Explain the role of the legs, shoulders, and forearm in the forearm pass.
2.7	Identify the time necessary to prepare for and begin a forehand stroke and a backhand stroke.
2.8	Illustrate how the intended direction of an object is affected by the angle of the implement or body part at the time of contact.
2.9	Identify opportunities to pass or dribble while being guarded.
Rhythmic Skills	
2.10	Identify steps and rhythm patterns for folk and line dances.
2.11	Explain how movement qualities contribute to the aesthetic dimension of physical activity.
Combinations of Movement Patterns and Skills	
2.12	Develop a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy and teach the game to another person.
STANDARD 3: Students assess and maintain a level of physical fitness to improve health and performance.	
3.1	Assess the components of health-related physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition) by using a scientifically based health-related fitness assessment.
3.2	Compare individual physical fitness results with research-based standards for good health.
3.3	Develop individual goals for each of the components of health-related physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition).
3.4	Participate in moderate to vigorous physical activity a minimum of four days each week.

3.6	Monitor the intensity of one's heart rate during physical activity.
STANDARD 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.	
4.1	Distinguish between effective and ineffective warm-up and cool-down techniques.
4.2	Develop a one-day personal physical fitness plan specifying the intensity, time, and types of physical activities for each component of health-related physical fitness.
4.3	Identify contraindicated exercises and their adverse effects on the body.
4.4	Classify physical activities as aerobic or anaerobic.
4.5	Explain methods of monitoring heart rate intensity.
4.6	List the long-term benefits of participation in regular physical activity.
4.7	Compile and analyze a log noting the food intake/calories consumed and energy expended through physical activity.
STANDARD 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.	
Self-Responsibility	
5.1	Participate productively in group physical activities.
5.2	Evaluate individual responsibility in group efforts.
Social Interaction	
5.3	Identify and define the role of each participant in a cooperative physical activity.
Group Dynamics	
5.4	Identify and agree on a common goal when participating in a cooperative physical activity.
5.5	Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution.