

National Standards Based Report Card - 6th Grade

Performance Indicators		Quarter				
		1	2	3	4	
<b>Standard 1: Demonstrate competence in a variety of motor skills and movement patterns.</b>						
S1.M1	Dance and Rhythm	Demonstrates correct rhythm and pattern for 1 of the following dance forms: fold, social, creative, line or world dance. (S1.M1.6)				
S1.M2	Throwing	Throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = 2nd base to 1st base). (S1.M2.6)				
S1.M3	Catching	Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks. (S1.M3.6)				
S1.M4	Passing and receiving	Passes and receives with hands in combination with locomotor patterns of running and change of direction and speed with competence in modified invasion games such as basketball, flag football, speedball, or team handball. (S1.M5.6)				
S1.M5	Passing and receiving	Throws, while stationary, a leading pass to a moving receiver. (S1.M5.6)				
S1.M6	Offensive skills	Performs pivots, fakes, and jab steps designed to create open space during practice tasks. (S1.M6.6)				
S1.M7	Offensive skills	Performs the following offensive skills without defensive pressure: pivot, give and go, and fakes. (S1.M7.6)				
S1.M8	Dribbling/ball control	Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks. (S1.M8.6)				
S1.M9	Dribbling/ball control	Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks. (S1.M9.6)				
S1.M10	Shooting on goal	Shoots on goal with power in a dynamic environment as appropriate to the activity. (S1.M10.6)				
S1.M11	Defensive skills	Maintains defensive ready position with weight on balls of feet, arms extended and eyes on midsection of the offensive player. (S1.M11.6)				
S1.M12	Serving	Performs a legal underhand serve with control for net/wall games such as badminton, volleyball, or pickleball. (S1.M12.6)				
S1.M13	Striking	Strikes with a mature overhand pattern in a nondynamic environment (closed skills) for net/wall games such as volleyball, handball, badminton, or tennis. (S1.M13.6)				
S1.M14	Forehand and back hand	Demonstrates the mature form of the forehand and backhand strokes with a short-handled implement in net games such as paddleball, pickleball, or short-handled racket tennis. (S1.M14.6)				
S1.M15	Weight transfer	Transfers weight with correct timing for the striking pattern. (S1.M15.6)				
S1.M16	Volley	Forehand volleys with a mature form and control using a short-handled implement. (S1.M16.6)				
S1.M17	Two-hand volley	Two-hand volleys with control in a variety of practice tasks. (S1.M17.6)				
S1.M18	Throwing underhand	Demonstrates a mature underhand pattern for a modified target game such as bowling, bocce, or horseshoes. (S1.M18.6)				
S1.M19	Striking	Strikes, with an implement, a stationary object for accuracy in activities such as croquet, shuffleboard, or golf. (S1.M19.6)				
S1.M20	Striking	Strikes a pitched ball with an implement with force in a variety of practice tasks. (S1.M20.6)				
S1.M21	Catching	Catches, with a mature pattern, from different trajectories using a variety of objects in a varying practice tasks. (S1.M21.6)				
S1.M22	Outdoor Pursuits	Demonstrates correct technique for basic skills in 1 self-selected outdoor activity. (S1.M22.6)				
S1.M23	Aquatics					
S1.M24	Individual-Performance Activities	Demonstrates correct technique for basic skills in 1 self-selected individual-performance activity. (S1.M24.6)				
<b>Standard 2 - Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</b>						
S2.M1	Creating space with movement	Creates open space by using locomotor movements (e.g., walking, running, jumping and landing) in combination with movement (e.g., varying pathways; change of speed, direction or pace). (S2.M1.6)				
S2.M2	Creating space with offensive tactics	Executes at least 1 of the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give and go. (S2.M2.6)				
S2.M3	Creating space using width and length	Creates open space by using the width and length of the field/court on offense. (S2.M3.6)				
S2.M4	Reducing space by changing size and shape	Reduces open space on defense by making the body larger and reducing passing angles. (S2.M4.6)				
S2.M5	Reducing space using denial	Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass. (S2.M5.6)				
S2.M6	Transitions	Transitions from offense to defense or defense to offense by recovering quickly. (S2.M6.6)				
S2.M7	Creating space through variation	Creates open space in net/wall games with a short-handled implement by varying force and direction. (S2.M7.6)				
S2.M8	Using tactics and shots	Reduces offensive options for opponents by returning to midcourt position. (S2.M8.6)				
S2.M9	Short selection	Selects appropriate shot and/or club based on location of the object in relation to the target. (S2.M9.6)				
S2.M10	Offensive strategies	Identifies open spaces and attempts to strike object into that space. (S2.M10.6)				
S2.M11	Reducing space	Identifies the correct defensive play based on the situation (e.g., number of outs). (S2.M11.6)				
S2.M12	Movement concepts	Varies application of force during dance or gymnastic activities. (S2.M12.6)				
S2.M13	Movement concepts	Makes appropriate decisions based on the weather, level of difficulty due to conditions or ability to ensure safety of self and others. (S2.M13.6)				
<b>Standard 3 - Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</b>						
S3.M1	Physical Activity Knowledge	Describes how being physically active leads to a healthy body. (S3.M1.6)				

S3.M2 Engages in Physical Activity	Participates in self-selected physical activity outside of physical education class. (S3.M2.6)				
S3.M3 Engages in Physical Activity	Participates in a variety of aerobic-fitness activities such as cardio-kick, step aerobics and aerobic dance. (S3.M3.6)				
S3.M4 Engages in Physical Activity	Participates in a variety of aerobic-fitness activities using technology such as Dance Dance Revolution or Wii Fit. (S3.M4.6)				
S3.M5 Engages in Physical Activity	Participates in a variety of lifetime recreational team sports, outdoor pursuits or dance activities. (S3.M5.6)				
S3.M6 Fitness Knowledge	Participates in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day. (S3.M6.6)				
S3.M7 Fitness Knowledge	Identifies the component of skill-related fitness. (S3.M7.6)				
S3.M8 Fitness Knowledge	Sets and monitors a self-selected physical-activity goal for aerobic and/or muscle- and bone-strengthening activity based on current fitness level. (S3.M8.6)				
S3.M9 Fitness Knowledge	Employs correct techniques and methods of stretching. (S3.M9.6)				
S3.M10 Fitness Knowledge	Differentiates between aerobic and anaerobic capacity and between muscular strength and endurance. (S3.M10.6)				
S3.M11 Fitness Knowledge	Identifies each of the components of the overload principle (FITT formula: frequency, intensity, time, and type) for different types of physical activity (aerobic, muscular fitness, and flexibility). (S3.M11.6)				
S3.M12 Fitness Knowledge	Describes the role of warm-ups and cool-downs before and after physical activity. (S3.M12.6)				
S3.M13 Fitness Knowledge	Defines resting heart rate and describes its relationship to aerobic fitness and the Borg Rating of Perceived Exertion (RPE) Scale. (S3.M13.6)				
S3.M14 Fitness Knowledge	Identifies major muscles used in selected physical activities. (S3.M14.6)				
S3.M15 Assessment and Program Planning	Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment. (S3.M15.6)				
S3.M16 Assessment and Program Planning	Maintains a physical activity log for at least 2 weeks and reflects on activity levels as documented in the log. (S3.M16.6)				
S3.M17 Nutrition	Identifies foods within each of the basic food groups and selects appropriate servings and portions for his/her age and physical activity levels. (S3.M17.6)				
S3.M18 Stress Management	Identifies positive and negative results of stress and appropriate ways of dealing with each. (S3.M18.6)				

**Standard 4 - Exhibits responsible personal and social behavior that respects self and others.**

S4.M1 Personal Responsibility	Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors. (S4.M1.6)				
S4.M2 Personal Responsibility	Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk. (S4.M2.6)				
S4.M3 Accepting Feedback	Demonstrates self-responsibility by implementing specific corrective feedback to improve performance. (S4.M3.6)				
S4.M4 Working with Others	Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback. (S4.M4.6)				
S4.M5 Working with Others	Cooperates with a small group of classmates during adventure activities, game play, or team-building activities. (S4.M5.6)				
S4.M6 Rules and Etiquette	Identifies the rules and etiquette for physical activities, games, and dance activities. (S4.M6.6)				
S4.M7 Safety	Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance. (S4.M7.6)				

**Standard 5 - Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

S5.M1 Health	Describes how being physically active leads to a healthy body. (S5.M1.6)				
S5.M2 Health	Identifies components of physical activity that provide opportunities for reducing stress and for social interaction. (S5.M2.6)				
S5.M3 Challenge	Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback, or modifying the tasks. (S5.M3.6)				
S5.M4 Self-Expression and Enjoyment	Describes how moving competently in a physical activity setting creates enjoyment. (S5.M4.6)				
S5.M5 Self-expression and Enjoyment	Identifies how self-expression and physical activity are related. (S5.M5.6)				
S5.M6 Social Interaction	Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity. (S5.M6.6)				

**Rating Scale for Achievement Standards**

- 4 EXCEEDS expectation of grade-level indicator
- 3 MEETS expectation of grade-level indicator
- 2 PROGRESSING toward expectation of grade-level indicator
- 1 LIMITED PROGRESS toward expectation of grade-level indicator
- Not assessed as this time