## Physical Education Curriculum: GRADE 6

### Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

*Within the context of Aquatics students will:*

<table>
<thead>
<tr>
<th>6.1.1</th>
<th>Demonstrate basic movement patterns - swimming, floating, treading water</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1.2</td>
<td>Apply simple aquatics skills - treading water, floating, freestyle</td>
</tr>
<tr>
<td>6.1.3</td>
<td>Demonstrate an introductory understanding of basic individual skills in water polo (passing, dribbling, shooting)</td>
</tr>
</tbody>
</table>

*Within the context of Racquet Sports students will:*

<table>
<thead>
<tr>
<th>6.1.4</th>
<th>Demonstrate basic swing skills including grip, forehand and backhand</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1.5</td>
<td>Demonstrate a basic understanding of footwork, i.e. cross-step, lunge, back-pedal, balance</td>
</tr>
</tbody>
</table>

*Within the context of Team Sports students will:*

<table>
<thead>
<tr>
<th>6.1.6</th>
<th>Understand basic athletic and movement patterns, i.e. centre of gravity, limbs in opposition</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1.7</td>
<td>Apply simple locomotive skills, e.g. running, shuffling</td>
</tr>
<tr>
<td>6.1.8</td>
<td>Demonstrate an introductory understanding of basic individual skills in team sport</td>
</tr>
</tbody>
</table>

*Within the context of Adventure Sports students will:*

<table>
<thead>
<tr>
<th>6.1.9</th>
<th>Demonstrate basic climbing movement patterns, i.e. centre of gravity, limbs in opposition, points of contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1.10</td>
<td>Demonstrate a basic awareness of personal space in relation to other climbers and belayers</td>
</tr>
<tr>
<td>6.1.11</td>
<td>Demonstrate basic climbing skills, i.e. ascending/descending/traversing</td>
</tr>
<tr>
<td>6.1.12</td>
<td>Demonstrate basic safety while bouldering, spotting, and climbing</td>
</tr>
</tbody>
</table>

### Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

*Within the context of Aquatics students will:*

<table>
<thead>
<tr>
<th>6.2.1</th>
<th>Understand basic warm-up activities - water and land based</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2.2</td>
<td>Understand basic aquatic and movement concepts - buoyancy, propulsion, streamlining, body position</td>
</tr>
<tr>
<td>6.2.3</td>
<td>Understand basic strategy for water polo</td>
</tr>
<tr>
<td>6.2.4</td>
<td>Understand movement away from play and the importance of creating space in water polo</td>
</tr>
</tbody>
</table>

Adapted from National Association for Sport and Physical Education Standards

For assessment purposes, emphasis will be on Standards 3-6 with Standards 1-2 representing instructional focus.

Adapted by the Board on January 29, 2009
Within the context of **Racquet Sports** students will:
6.2.5 Understand basic warm-up activities
6.2.6 Understand basic racket sport movement concepts, i.e. centre of gravity, ready position, base of support
6.2.7 Demonstrate an introductory understanding of rules, scoring, and lines of the court
6.2.8 Demonstrate basic use of personal space in relation to the court

Within the context of **Team Sports** students will:
6.2.9 Understand basic warm-up activities
6.2.10 Demonstrate a basic awareness of personal space in team activities
6.2.11 Understand basic strategy for team sport
6.2.12 Recognize and correct errors in skill execution with guidance

Within the context of **Adventure Sports** students will:
6.2.13 Understand the importance of basic warm-up activities
6.2.14 Demonstrate basic climbing strategies and movement principles
6.2.15 Demonstrate basic understanding of problem solving and group dynamics - leader, communicator, etc.
6.2.16 Recognize unsafe behavior and actions
6.2.17 Reflect upon individual and group performance with teacher guidance

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**Standard 3: Participates regularly in physical activity.**

Within the context of **Aquatics, Racquet, Team and Adventure Sports** students will:
6.3.1 Participate in physical activities
6.3.2 Recognize that number of steps - as measured by a pedometer differs from one physical activity to another
6.3.3 Recognize that level of activity and exertion differs from one physical activity to another

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Adapted by the Board on January 29, 2009

Singapore American School, January 12, 2009
### Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Within the context of *Aquatics, Racquet, Team and Adventure Sports* students will:

- **6.4.1** Understand the health related components of physical fitness
- **6.4.2** Understand the benefits of a healthy lifestyle and regular exercise
- **6.4.3** Participate in activities designed to improve muscular strength and endurance, flexibility, cardio respiratory endurance, and body composition both during and outside of school
- **6.4.4** Set goals for kilometer run and fitness enhancing activities
- **6.4.5** Recognize that effort in PE impacts level of fitness

### Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Within the context of *Aquatics, Racquet, Team and Adventure Sports* students will:

- **6.5.1** Remain on task with reminders from teacher
- **6.5.2** Understand how responsible participation in activity affect self and others
- **6.5.3** Recognize the importance of cooperating with, supporting and encouraging all classmates
- **6.5.4** Demonstrate leadership and assist others in class
- **6.5.5** Demonstrate sportsmanship and fair play under supervision

### Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Within the context of *Aquatics, Racquet, Team and Adventure Sports* students will:

- **6.6.1** Understand how approaching each activity with a positive outlook affects enjoyment of self and others
- **6.6.2** Appropriately challenge themselves during physical activity and fitness tasks
- **6.6.3** Recognize physical activity as an opportunity for positive social and group interaction
- **6.6.4** Understand the physical and social benefits of lifelong activity

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