

**Frederick County Public Schools  
Physical Education Curriculum  
Revised Pending BOE Approval July 2009**

Essential Discipline Goals

Develop an acceptable level of fitness and an understanding of the components of fitness and an appreciation of the life-long value of fitness through personalized physical education activities

Develop through a purposeful physical education experience a more positive self-concept appropriate to social and emotional behaviors, self-direction and an appreciation of individual differences

Develop physical skills and acquire knowledge of efficient and creative movement through participation in a sequential program of varied activities and develop an appreciation for the value of this type of movement

Develop an awareness of safety practices and procedures

**Sixth Grade**

**PE.10: Skillfulness - Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skill combinations, combining skills effectively in skill themes, and applying skills.**

**600.10.01 Evaluate and apply fundamental movement skills in a variety of physical education activities.**

600.10.01.a Perform and compare fundamental movement skills that will enhance skill themes in physical activities such as: fitness, adventure and cooperative games, rhythms and dance, recreational games, individual and team sports.

**600.10.02 Perform and Evaluate creative skill combinations.**

600.10.02.a Compare, contrast, and apply two creative movement patterns for common themes such as: self expression, rhythmical interpretation, form, or style.

**600.10.03 Analyze strategies to solve tactical game problems.**

600.10.03.a Organize physical activities into the four basic categories of tactical games (net/wall, invasion, striking/fielding, and target).

600.10.03.b Categorize and explore movement concepts and strategies used in each game category; such as: on-the-ball skills and off-the-ball movements.

**PE.20: Biomechanical Principles - Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.**

**600.20.01 Apply the concept of force in relationship to how objects move.**

600.20.01.a Demonstrate how applying force effects the movement of a projectile.

600.20.01.b Explain and show how absorption of force increases control such as: sport examples of bunting a softball, collecting a soccer ball, catching a football.

600.20.01.c Explain and show how efficient movements decrease injuries in a variety of activities such as: striking a soccer ball with the instep instead of the toes.

**PE.30: Motor Learning Principles – Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.**

**600.30.01 Show that skills will develop with practice over time.**

600.30.01.a Identify the principles of practice progression to personal skill development.

**600.30.02 Investigate the importance of self-evaluation and feedback in the improvement of motor skills.**

600.30.02.a Assess improvement in personal performance of skills using a rubric or checklist.

600.30.02.b Analyze and improve a specific motor skill based on feedback and discussion.

**PE.40: Exercise Physiology-Students will demonstrate the ability to use scientific principles to design and participate in a regular, moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance in a variety of academic, recreational, and life tasks.**

**600.40.01 Analyze the effect of moderate to vigorous physical activity on the body systems.**

600.40.01.a Explain and discuss how the muscular, skeletal, nervous, and circulatory systems respond to exercise.

**600.40.02 Analyze and apply components of the FITT guidelines to adjust levels of physical activity.**

600.40.02.a Develop and explore short term and long term personal fitness goals based on a fitness assessment.

600.40.02.b Organize a fitness plan using the FITT guidelines.

600.40.02.c Investigate the principles of progression, regularity, and individuality.

**600.40.03 Evaluate the components necessary to design a fitness plan.**

600.40.03.a Predict and perform activities that maintain or improve the specific health-related fitness components: cardio respiratory endurance/aerobic capacity, muscular strength, muscular endurance, flexibility, and body composition.

600.40.03.b Identify and implement the components of fitness plan such as: goals, baseline scores, and physical activity log.

600.40.03.c Identify the skill-related fitness components: agility, balance, coordination, power, speed, and reaction time using standard performance measurements such as: 40 yard dash, shuttle run, vertical jump, etc.

**600.40.04 Analyze the benefits of physical activity.**

600.40.04.a Classify the physical, emotional, and cognitive benefits resulting from physical activity.

**600.40.05 Evaluate the relationship between nutrition and physical activity.**

600.40.05.a Explore the importance of monitoring hydration based on levels of physical activity.

600.40.05.b Investigate the impact nutrients such as protein, carbohydrates, and fats have on physical activity performance.

**600.40.06 Analyze the factors influencing daily physical activity.**

600.40.06.a Categorize factors affecting daily physical activity as personal, environmental, or social.

**600.40.07 Analyze how the media impacts attitudes towards physical activity.**

600.40.07.a Describe how media influences physical activity.

**PE.50: Physical Activity-Students will demonstrate the ability to use the principles of exercise physiology, social psychology, and biomechanics to design and adhere to a regular, personalized, purposeful program of physical activity consistent with their health, performance, and fitness goals in order to gain health and cognitive/academic benefits.**

**600.50.01 Evaluate individual aerobic capacity/cardiorespiratory fitness activities.**

600.50.01.a Assess and perform aerobic capacity/cardiorespiratory fitness through standardized fitness tests. Develop personal goals based on prior assessment and prediction.

600.50.01.b Choose and use aerobic activities to improve personal goals related to aerobic capacity/cardio respiratory fitness.

600.50.01.c Calculate *target heart rate* to reflect personal activity goals.

600.50.01.d Use technology to compare and contrast individual *heart rate* among various activities.

600.50.01.e Implement technology to assess individual heart rate during the three phases of an aerobic workout.

600.50.01.f Compare and use principles of progression and regularity, and individuality to enhance aerobic capacity/cardiorespiratory fitness.

600.50.01.g Investigate and monitor resting heart rate, target heart rate, and maximum heart rate.

**600.50.02 Evaluate individual muscular strength and muscular endurance.**

600.50.02.a Assess and perform muscular strength and muscular endurance fitness through standardized fitness tests. Develop personal goals based on prior assessment and prediction.

600.50.02.b Choose and perform developmentally appropriate activities to improve personal goals related to muscular strength and endurance fitness.

600.50.02.c Compare and use the principles of progression and regularity and how they enhance muscular strength and muscular endurance.

600.50.02.d Investigate core strength and proper posture when performing exercises to increase muscular strength and muscular endurance.

**600.50.03 Evaluate individual flexibility.**

600.50.03.a Assess and perform flexibility through standardized fitness tests. Develop personal goals based on prior assessment and prediction.

600.50.03.b Choose and perform appropriate activities to improve personal goals related to flexibility.

- 600.50.03.c Distinguish between static and dynamic stretches for the upper and lower body.
- 600.50.03.d Investigate exercises for flexibility and their relationship to safe stretching.

**600.60.04 Examine body composition.**

- 600.60.04.a Define elements of body composition and its relationship in maintaining a healthy body.

**PE.60: Social Psychological Principles—Students will demonstrate the ability to use skills essential for developing self-efficacy, fostering a sense of community, and working effectively with others in physical activity settings.**

**600.60.01 Analyze the relationship between exercise, physical activity, and safety.**

- 600.60.01.a Investigate and perform exercises that improve proper posture to minimize injury.
- 600.60.01.b Demonstrate rules, procedures, and etiquette for safe physical activity settings.

**600.60.02 Evaluate the relationship between effort and improvement.**

- 600.60.02.a Assess the relationship between effort and improvement by chart performance in a variety of physical activities.

**600.60.03 Evaluate and demonstrate effective relationship skills in physical activity settings.**

- 600.60.03.a Apply strategies to improve self-regulation in challenging settings.
- 600.60.03.b Choose and use problem-solving techniques which maximize personal potential and demonstrate sensitivity to the rights and feelings of others while promoting good sportsmanship.

**600.60.04 Evaluate effective inclusiveness skills in physical activity settings.**

- 600.60.04.a Identify different activities from a variety of cultures.
- 600.60.04.b Show a variety of ways to communicate empathy, caring, consideration, and respect for self and others.

**600.60.05 Apply effective time management strategies.**

- 600.60.05.a Identify and demonstrate strategies for effective time management to allow for daily physical activity in a personal activity plan.