Utah Physical Education

Grade 6

Adopted 2016

Students will achieve a level of competency in motor skills and movement patterns.

1. **Create an open space by using locomotor movement and change of speed and direction during activity.** 6.1.1
2. **Demonstrate competency in locomotor skills as applied to small group games (i.e., 3-5 players), such as basketball, flag football, and speedball.** 6.1.2
3. **Combine movement with manipulative skills to reach a target and score a goal (e.g., soccer, hockey, basketball).** 6.1.3
4. **Demonstrate correct rhythm and patterns for a dance form (e.g., folk, social, creative, line or world dance).** 6.1.4
5. **Perform a rhythmic dance using drumming, and incorporate complete movement using ropes, balls, or Lummi sticks.** 6.1.5
6. **Use locomotor and non-locomotor skills to teach a group dance or rhythmic activity.** 6.1.6
7. **Catch a variety of objects from different trajectories, using varying practice tasks.** 6.1.7
8. **Execute consistently (i.e., 70% of the time) a well-developed underhand pattern for target games such as bowling, bocci, or horseshoes.** 6.1.8
9. **Dribble with the dominant hand, using a change of speed and direction in a variety of practice tasks.** 6.1.9
10. **Complete a variety of practice tasks; dribble with control, changing speed and direction.** 6.1.10
11. **Pass and receive with the feet, using a well-developed pattern in a small group activity.** 6.1.11
12. **Demonstrate a complete skill by dribbling and shooting on goal with power in a game setting.** 6.1.12
13. **Demonstrate a well-developed form of the overhead volley through implementation in a game setting.** 6.1.13

Skip to main content

	14. Create a jump rope routine with repeated patterns and combinations of movement. 6.1.14
Students will apply knowledge to attain efficient movement and performance.	1. Demonstrate individual strategies in a small group setting in both defensive and offensive situations to create or deny open space. 6.2.1
	2. Apply speed, direction, and force using a long-handled implement, sending it toward a specific target area while in motion. 6.2.2
	3. Execute an offensive tactic, such as pivots, fakes, or change of direction away from the ball, to create open space. 6.2.3
	4. Reduce open space on defense, by making the body larger and reducing the passing angles. 6.2.4
Students will understand the components necessary to maintain a healthy level of fitness to support physical activity.	1. Record daily activity and identify benefits gained. Describe how being physically active leads to a healthy body. 6.3.1
	2. Participate in self-selected physical activity outside of physical education class. 6.3.2
	3. Differentiate between skill-related and health-related fitness. 6.3.3
	4. Explain the role of warm-up and cool-down before and after physical activity. 6.3.4
	5. Design and implement a program of remediation for any area of weakness based on results of health-related fitness assessment. 6.3.5
	6. Select food within each of the basic food groups, and select appropriate servings and portions for age and physical activity level. 6.3.6
	7. Identify positive and negative results from stress and appropriate ways of dealing with each. 6.3.7
Students will develop cooperative skills and positive personal behavior through communication and respect for self and others.	1. Exhibit personal responsibility by using appropriate etiquette, demonstrates respect for facilities and exhibits safe behaviors. 6.4.1
	2. Identify and use appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk. 6.4.2
	3. Demonstrate understanding that there are differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback to peers. 6.4.3
	4. Demonstrate understanding of rules and etiquette for physical activities, games, and dance. 6.4.4

Skip to main content

	5. **Use physical activity and fitness equipment appropriately and safely, with minimal teacher guidance.** 6.4.5
Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family.	1. **Describe how being physically active leads to a healthy body.** 6.5.1 2. **Identify why physical activity participation reduces stress and promotes positive social interaction.** 6.5.2 3. **Understand that personal challenges can be positive and reaction can build personal satisfaction through acceptance of feedback, extending effort and not being afraid to ask for help.** 6.5.3 4. **Describe how participation in a physical activity creates enjoyment.** 6.5.4 5. **Demonstrate 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.** 6.5.5
Middle School	1. **Students will achieve a level of competency in motor skills and movement patterns.** 1. Throw with a mature pattern for distance or power (e.g., throw from outfield to home, or from second base to first base). G6.1.1 2. Catch with a mature pattern from a variety of trajectories using different equipment (e.g. softball, basketball, Frisbee, team handball). G6.1.2 3. Perform correct rhythm and pattern for dance (e.g., folk, social, creative, line, or original). G6.1.3 4. Create open space using pivots, fakes, and jab steps during a practice. G6.1.4 5. Dribble with dominant hand, changing speed and direction in practice. G6.1.5 6. Shoot using power in a dynamic setting to score a goal (e.g., basketball or soccer). G6.1.6 7. Serve underhand with control over a net (e.g., volleyball, badminton, pickleball). G6.1.7 8. Demonstrate the ready position for defense in a small game setting. G6.1.8 9. Demonstrate the mature forehand and backhand stoke using a short-handled implement in net games (e.g., paddle ball, pickleball, or short-handled tennis). G6.1.9 10. Demonstrate correct weight transfer for a striking pattern. G6.1.10 11. Perform a two-hand volley with control to a target in a variety of practice settings. G6.1.11 12. Execute a mature underhand pattern for target games succeeding 70% of the time (e.g., bowling, bocci, horseshoes). G6.1.12 13. Strike a stationary object with an implement (e.g., croquet, shuffleboard, golf). G6.1.13

Skip to main content

14. Strike a pitched ball with force in a practice setting. G6.1.14

2. **Students will apply knowledge to attain efficient movement and performance.**
    1. Create open space by using locomotor skills (e.g., walking, running, jumping and landing) in combination with movement skills (e.g., varying pathways, changing speed, direction or pace). G6.2.1
    2. Reduce open space on defense by making the body larger or reducing passing angles. G6.2.2
    3. Reduce open space by denying the catch or allowing the catch, but not the return pass. G6.2.3
    4. Demonstrate transition from offense to defense, or defense to offense through quick recovery. G6.2.4
    5. Recognize open space and attempt to strike an object into that space. G6.2.5
    6. Identify the correct defensive play based on the situation (e.g., number of outs in softball). G6.2.6
    7. Change force application during a dance or gymnastic activity. G6.2.7

3. **Students will understand the components necessary to maintain a healthy level of fitness to support engagement in physical activity.**
    1. Describe how being physically active leads to a healthy body. G6.3.1
    2. Participate in self-selected physical activity outside of physical education class. G6.3.2
    3. Participate in a variety of aerobic fitness activities (e.g., cardio kick, step aerobics, aerobic dance). G6.3.3
    4. Participate in a fitness program using technology outside of physical education class. G6.3.4
    5. Research a variety of recreational activities or sports. G6.3.5
    6. Identify the components of skill-related fitness. G6.3.6
    7. Record levels of activity, including levels of intensity, for at least 60 minutes per day. G6.3.7
    8. Apply and demonstrate correct techniques and methods of stretching. G6.3.8
    9. Differentiate between aerobic and anaerobic capacity, and between muscle strength and endurance. G6.3.9
    10. Describe the importance of warm-up and cool-down for activity. G6.3.10
    11. Define resting heart rate (RHR) and how aerobic fitness relates to low or high fitness levels. G6.3.11
    12. Identify major muscles used in selected physical activities. G6.3.12
    13. Design and implement a personal program to remediate any area of weakness based on health-related fitness test. G6.3.13

Skip to main content

14. Maintain a physical activity log for at least two weeks that reflects activity levels and results. G6.3.14
15. Identify foods and appropriate servings for personal needs and a healthy body. G6.3.15
16. List positive and negative results of stress and ways to deal with each. G6.3.16

4. **Students will develop cooperative skills and positive personal behavior through communication and respect for self and others.**
    1. Show personal responsibility by using appropriate etiquette, respecting facilities and exhibiting safe behavior. G6.4.1
    2. Accept differences among peers with regard to physical development, maturity, and varying skill levels by giving positive feedback and encourages classmates. G6.4.2
    3. Cooperate with small group during game play or team-building activities. G6.4.3
    4. Identify rules for activities, games, and dance activities. G6.4.4
    5. Use activity equipment appropriately and safely under teacher guidance. G6.4.5

5. **Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family.**
    1. Describe how being physically active leads to a healthy body. G6.5.1
    2. Identify components of physical activities that reduce stress and provide social interaction. G6.5.2
    3. Recognize challenges and respond in a positive way (e.g., ask for help, extend effort, or modify the task). G6.5.3
    4. Describe how skill competency increases enjoyment in activity settings. G6.5.4
    5. Identify how self-expression and physical activity are related. G6.5.5
    6. Participate in games or activities in the spirit of the game. G6.5.6