

2020-2021
Essential Standards and Prerequisite Skills

GRADE 6

The “Essential” Standards chosen within this table were selected primarily for their ability to work within the realm of distance learning and government mandates in regards to physical distancing. Standards that are written in blue text are focus standards for a given time period and will contain a culminating activity/assignment or assessment.

Physical Education

Month	Grade Level Essential Standards	Prerequisite Skills to Consider
August 2 Weeks	S 2: Students demonstrate knowledge of movement concepts, principles, strategies that apply to the learning and performance of physical activities. 2.5 Identify practices and procedures necessary for safe participation in physical activities. S 3: Students assess and maintain a level of physical fitness to improve health and performance. 3.4 Participate in moderate to vigorous physical activity a minimum of four days each week. S 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity. <i>Self-Responsibility -</i> 5.1 Participate productively in group physical activities. 5.2 Evaluate individual responsibility in group efforts. Integrated Standards 6.RI.10 Read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. 6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	- Basic understanding of workout structure - Use of charts to record results - Ability to perform basic exercises - Ability to perform basic locomotor movements - Ability to work in groups
September 4 Weeks	S 3: Students assess and maintain a level of physical fitness to improve health and performance. 3.4 Participate in moderate to vigorous physical activity a minimum of four days each week. S 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities. 1.6 Throw an object accurately and with applied force, using the underhand, overhand, and sidearm movement (throw) patterns. Integrated Standards 6.RI.10 Read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	- Basic throwing concepts - Hand dominance - Understanding of workout structure - Use of charts to record results - Ability to perform basic exercises - Ability to perform basic locomotor movements

	6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
October 4 Weeks Oct. 9 End of 1st Grading Period	S 3: Students assess and maintain a level of physical fitness to improve health and performance. 3.4 Participate in moderate to vigorous physical activity a minimum of four days each week. S 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities. 1.7 Perform folk and line dances. 1.8 Develop, refine, and demonstrate routines to music. Integrated Standards 6.RI.10 Read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. 6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	- Knowledge of direction (left, right, front, back) - Basic movement patterns
November 3 Weeks	S 3: Students assess and maintain a level of physical fitness to improve health and performance. 3.4 Participate in moderate to vigorous physical activity a minimum of four days each week. S 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities. <i>Combinations of Movement Patterns and Skills</i> 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. Integrated Standards 6.RI.10 Read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. 6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	- Basic understanding of workout structure - Use of charts to record results - Ability to perform basic exercises - Ability to perform basic locomotor movements
December 3 Weeks Dec. 18 End of 2nd Grading Period	S 3: Students assess and maintain a level of physical fitness to improve health and performance. 3.4 Participate in moderate to vigorous physical activity a minimum of four days each week. S 1: Students demonstrate the motor skills and movement patterns	- Basic understanding of workout structure - Use of charts to record results

	needed to perform a variety of physical activities. <i>Combinations of Movement Patterns and Skills -</i> 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. Integrated Standards 6.RI.10 Read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. 6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	- Ability to perform basic exercises - Ability to perform basic locomotor movements
January 4 Weeks	S 3: Students assess and maintain a level of physical fitness to improve health and performance. 3.4 Participate in moderate to vigorous physical activity a minimum of four days each week. S 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities. <i>Combinations of Movement Patterns and Skills</i> 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. S 2: <i>Combination of Movement Patterns and Skills</i> 2.12 Develop a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy and teach the game to another person. Integrated Standards 6.RI.10 Read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. 6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	- Basic understanding of workout structure - Use of charts to record results - Ability to perform basic exercises - Ability to perform basic locomotor movements - Understanding of game/sport structure
February 4 Weeks	S 3: Students assess and maintain a level of physical fitness to improve health and performance. 3.4 Participate in moderate to vigorous physical activity a minimum of four days each week. S 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance. 4.7 Compile and analyze a log noting the food	- Basic understanding of workout structure - Use of charts to record results - Ability to perform basic exercises

	intake/calories consumed and energy expended through physical activity. Integrated Standards 6.RI.10 Read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. 6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	• Ability to perform basic locomotor movements
March 5 Weeks Mar. 5 End of 3rd Grading Period	S 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. • 3.5 Measure and evaluate changes in health-related physical fitness based on physical activity patterns. • 3.6 Monitor the intensity of one's heart rate during physical activity. Integrated Standards 6.RI.10 Read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. 6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	• Basic understanding of workout structure • Use of charts to record results • Ability to perform basic exercises • Ability to perform basic locomotor movements • Ability to present or display data physically/digitally
April 4 Weeks	S 3: Students assess and maintain a level of physical fitness to improve health and performance. • 3.4 Participate in moderate to vigorous physical activity a minimum of four days each week. S 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	• Understanding of workout structure • Use of charts to record results • Ability to perform basic exercises • Ability to perform basic locomotor movements • Ability to present

	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. Integrated Standards 6.RI.10 Read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. 6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	or display data physically/digitally
May 3 Weeks	S 3: Students assess and maintain a level of physical fitness to improve health and performance. • 3.4 Participate in moderate to vigorous physical activity a minimum of four days each week. S 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the earning 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. Integrated Standards 6.RI.10 Read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. 6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	• Understanding of workout structure • Use of charts to record results • Ability to perform basic exercises • Ability to perform basic locomotor movements • Ability to present or display data physically/digitally

